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PROMOTING PLURILINGUALISM

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| <p>Perinteinen kielenopetus on painottanut kirjoitettua taitoa vieraassa kielessä ja tavoitteena on ollut syntyperäisen kielenkäyttäjän kielitaito. Uuteen vuonna 2016 voimaan tulevaan perusopetuksen opetussuunnitelman perusteisiin ollaan tuomassa vahvasti monikielisyyttä, ja sen tuomia muutoksia perinteiseen kielenopetukseen.</p> <p>Tämän tutkielman tavoitteena oli selvittää kuinka englannin kielen opettaja voi tukea hänen oppilaidensa monikielisyyden kehittymistä sekä lisäksi selvittää mikä merkitys on sillä, että englannin kieli on oppilaiden dominoiva ensimmäinen vieras kieli, heidän monikielisyyden kehittymiseen. Minulla oli kaksi keskenään tasavertaista hypoteesia:</p> <p>a) Opettajilla on muutamia Kielten oppimisen, opettamisen ja arvioinnin yhteiseen eurooppalaisen viitekehyksen tarjoamia työkaluja monikielisyyden kehittämiseen, mutta he halusivat lisää konkreettisia työkaluja.</p> <p>b) Toisaalta englannin kielen dominoiva rooli voi auttaa oppilaiden monikielisyyden kehittymistä, sillä heillä on vahva kulttuurillinen sekä kielellinen pohja yhdessä vieraassa kielessä. Toisaalta taas englannin kielen dominoivasta roolista voi olla haittaa, sillä oppilaat vertaavat muita kieliä ja kulttuureita englantiin. Jotkut oppilaat voivat myös ajatella, että heidän ei tarvitse opetella mitään muista kielistä, sillä he voivat pärjätä vain englannilla ympäri maailmaa.</p> <p>96:lta perusopetuksen englannin kielen opettajalta sähköisellä kyselyllä kerätystä aineistosta saadut tulokset näyttivät olevan linjassaan alkuperäisten hypoteesieni kanssa.</p> <p>Opettajilla oli jo muutamia Kielten oppimisen, opettamisen ja arvioinnin yhteiseen eurooppalaisen viitekehyksen tarjoamia työkaluja monikielisyyden kehittämiseen (EVK 2012), mutta he toivoivat, että heillä olisi lisää konkreettisia työkaluja. Vaikka opettajat pystyivät nimeämään useita tapoja monikielisyyden kehittymisen tukemiseen, se silti halusivat lisää tietoa ja koulutusta monikielisyydestä ja erityisesti sen kehittämisen tukemisesta, jota heiltä odotetaan uuden perusopetuksen opetussuunnitelman perusteiden tullessa voimaan syksyllä 2016.</p> <p>Lisäksi puolet opettajista olivat sitä mieltä, että englannin kielen dominoiva rooli auttaa tulevaisuudessa monikielisyyden kehittämisessä, sillä englannin kieli toimii hyvänä pohjana tulevalle vieraan kielen oppimiselle. Toisaalta taas puolet opettajista oli sitä mieltä, että englannin kielen dominoiva rooli ainoastaan haittaa monikielisyyden kehittymistä, siellä he jättää alleen muut kielet ja oppilaat ajattelevat pärjäävänsä vain englannilla.</p> | | | |
| Avainsanat | | | |
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| Abstract | | | | |
| <p>Traditional foreign language teaching has emphasized written skills in a foreign language and the goal has been a native-like competence. The new Finnish primary school curriculum that will be introduced in the fall of 2016 stresses the promotion of plurilingualism and the changes it will create to traditional foreign language teaching.</p> <p>The aim of this master's thesis was to figure out how an English teacher can promote his/her students' plurilingualism and what is the significance of the English language being the dominant second language (L2) when it comes to the development of children's plurilingualism. I had two equal hypotheses:</p> <ul style="list-style-type: none"> a) Teachers have few tools to promote plurilingualism provided by The Common European Framework of Reference for Languages: Learning, Teaching, Assessment but they would like to have more concrete tools. b) On the one hand, English being the dominant second language, it could help children to become plurilingual because they have a strong cultural and linguistic basis in one foreign language, but on the other hand, it could be a disadvantage as well because children will compare all the other languages and cultures to English. Some of them may also feel that they do not need to learn anything about other cultures and languages because they can manage just by using English around the world. <p>The results, which I received from the data gathered from 96 English teachers in Finnish primary schools with an electronic questionnaire, appeared to be inline with my original hypotheses.</p> <p>The teachers already had a few tools to promote plurilingualism provided by The Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR 2001) but they would have liked to have more concrete tools. Although the teachers were able to name multiple ways to promote plurilingualism, they still wished to have more knowledge and training about the concrete promotion work they are expected to do when the new Finnish primary school curriculum will be introduced in the fall of 2016.</p> <p>In addition, half of the teachers felt that, on the one hand, the dominance of the English language helps the future development of plurilingualism, as English works as a great basis for future foreign language studying. On the other hand, the other half felt that the dominance of English only hurts the development of plurilingualism, as the role of English is too dominant and it overpowers the other languages. The students feel that all they need in life is English and do not have the motivation to study other languages.</p> | | | | |
| Keywords | | | | |
| Plurilingualism, pluriculturalism, foreign language teaching | | | | |

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1. INTRODUCTION

My master's thesis discusses plurilingualism in the Finnish primary school level, from classes 1 to 9. I especially discuss this matter from the viewpoint of an English teacher.

The basis of this thesis is the new Finnish primary school curriculum that will be introduced in 2016. One section of this curriculum (Finnish National Board of Education 2012) is called: "*Growth and learning supporting learning environment*". In this sector, cultural diversity and language knowledge, especially plurilingualism is emphasized. Every teacher in his/her teaching must promote this plurilingualism.

According to the Finnish National Board of Education (2012), we live in a multilingual world where all the different languages are in contact with each other and every person deals with many languages in the course of one's life. So, therefore, in primary school, students' plurilingualism and appreciation of different languages should be supported. The students' language development should be supported and they should be encouraged to use language even with low a proficiency. The language pool acquired from outside of the school environment should be acknowledged as well. The teacher is a linguistic model that helps students to understand the role of language in personal growth, learning, co-operation, identity development, and in assimilation to society.

The objectives of the new primary school curriculum are based on the Common European Framework of Reference for Languages: learning, teaching, and assessment (CEFR 2001 & EVK 2012) and its concepts about plurilingualism. This European Framework (EVK 2012: 23-24) emphasizes that a student's experience broadens from the home language to society's language and finally to other nations' languages which (s)he learns in school or outside of a school environment. Through this process the student realizes that different languages and cultures do not store in our mind separate storage units but rather they form one unified linguistic communication skill. This communication skill enables interaction between different conversation partners and helps the language user to vary his/her communication according to his/her strengths.

2. THE AIMS OF THE RESEARCH AND HYPOTHESES

The aim of this master's thesis is to figure out how an English teacher can promote his/her students' plurilingualism and what is the significance of the English language being the dominant second language (L2) when it comes to the development of children's plurilingualism. I have two equal hypotheses:

- a) Teachers have few tools to promote plurilingualism provided by The Common European Framework of Reference for Languages: Learning, Teaching, Assessment but they would like to have more concrete tools.
- b) On the one hand, English being the dominant second language, it could help children to become plurilingual because they have a strong cultural and linguistic basis in one foreign language, but on the other hand, it could be a disadvantage as well because children will compare all the other languages and cultures to English. Some of them may also feel that they do not need to learn anything about other cultures and languages because they can manage just by using English around the world.

3. THEORETICAL BACKGROUND

In this chapter I will explain what the elements of plurilingualism are (3.1.) and how they appear in real life situations. Furthermore, I will discuss plurilingualism as part of a bigger entity called pluriculturalism. In the latter part of this chapter (3.2.), I will introduce existing information about the role of the teacher in the development process of students' plurilingualism.

3.1. What is plurilingualism?

It is important to differentiate the difference between multilingualism and plurilingualism. The Common European Framework of Reference for Languages: learning, teaching, and assessment (CEFR 2001: 4) defines multilingualism as the community's multilingualism, in other words, as the knowledge and coexistence of two or more languages in a certain area or society. Multilingualism can be attained by increasing the schools' language supply, by encouraging students to choose more foreign languages or by limiting the dominance of the English language in international communication. As a result, all the other languages can thrive as well and English does not overpower them.

The European Framework (CEFR 2001: 5) emphasizes that in plurilingualism the student's experience broadens from home language to society's language and finally

to other nations' languages which (s)he learns in school or outside of a school environment. Through this process the student realizes that different languages and cultures do not store in our mind in separate storage units but rather they form one unified linguistic communication skill. This communication skill enables interaction between different conversation partners and helps the language user to vary his/her communication according to his/her strengths.

According to the European Framework (CEFR 2001: 5), the aim of plurilingualism is not to master one, two or more separate languages like a native speaker. Instead, the goal is to develop a diverse repertoire in which all languages, language skills, and communication skills are in harmony. People acknowledge languages as valuable features and accept that overlapping, scattered and even incorrect usage is acceptable and valuable when studying unfamiliarity and when gradually developing to become the intercultural master of foreign languages. Kaikkonen (2005: 57) states that the key element of identity is also the fact that the learner's native language has a strong influence in the learning process. Thus, foreign languages enrich the learner's developing pluricultural identity.

Hannele Dufva (2010: 23) expresses an idea that all native language speakers are in a one way or another plurilingual because all languages are a mixture of various regional and social dialects, which include typical language usage depending on age and gender. Furthermore, language is speech and writing and it varies depending on the speaker and the situation. According to this way of thinking, people know several ways of communication depending on the situation. For example, when a child enters

school life (s)he is introduced to a new way of using language: the individual regional and social dialect gets introduced to the standard language.

Plurilingualism in practice

The European Framework (EVK 2012: 24) explains that in practice, plurilingualism manifests itself as communication skills, which allow, for example, conversation partners to switch languages in the middle of a conversation and to use skills that allow him/her to express him/herself in one language and to understand in another. A language user can also resort to his knowledge in multiple languages to understand a language that is not familiar to him by recognizing international words, which are seen in a new, unfamiliar form.

Furthermore, the European Framework (EVK 2012: 24) gives an example that the more advanced language users can also help others to communicate if they do not have a common lingua franca. (S)he can be a linguistic middleman with these two who lack a common language. Even if there were not a linguistic middleman, communicators can still achieve a certain level of communication by using additional ways of communication. They can, for example, attempt various expression forms of language and dialects, practice their non-verbal skill such as facial expressions and gestures, and drastically simplify their communication.

3.1.1. Plurilingualism as part of pluriculturalism

The European Framework (EVK 2012: 25) stresses that plurilingualism is part of a bigger entity called pluriculturalism. Language is not only an essential fragment of culture but also a tool, which allows us to access various modes of culture. As with the languages in plurilingualism, similarly cultures in pluriculturalism do not reside in one storage unit in the learners' mind, but they are being compared, contrasted, and they are in a constant state of interaction with each other. This is how a learner's wider cultural knowledge is formed and plurilingualism is a smaller slice of it.

Intercultural awareness

The European Framework (EVK 2012: 149) notes that the increase of intercultural awareness is an important part of pluriculturalism. It arises from the relation between the language user's or learner's home culture and the target language culture. The language user has to distinguish, recognize, and understand the differences between these two cultures. Furthermore, intercultural knowledge includes the identification of regional and social variation within the two cultures. Awareness of existence of multiple cultures outside of the language learners' own repertoire creates versatility in intercultural awareness. This helps the language learner to situate the cultures (s)he has learned into a broader entity among the cultures. In addition, intercultural awareness incorporates the knowledge to help understand how different cultures appear to people from other cultures, often as various stereotypes. The European

Framework (EVK 2012: 150) reports that an expert language user's intercultural awareness consists of the following abilities and competences:

- Ability to understand the differences between one's own culture and foreign cultures.
- Cultural sensibility and a skill to identify and to use different strategies when making connections with people from other cultures are improved.
- Ability to work as a middleman between own culture and foreign cultures.
- Ability to solve misunderstandings and dilemmas between cultures.
- Ability to block stereotypes.

3.1.2. Different levels of plurilingual and pluricultural competence

According to the European Framework (EVK 2012: 230), when we talk about a language user's plurilingual and pluricultural competence we mean the ability to use languages to communicate and to participate in intercultural interaction. A Person has, as a social being, different levels of know-how in several languages and understanding of many cultures. This competence is not seen as overlapping or the apposition of separate language and cultural competences but rather as one compound competence, which helps the person to communicate in various situations.

As the European Framework (EVK 2012: 230) argues, when talking about a

language user's plurilingual and pluricultural competence the emphasis is on the following topics:

- Endeavor to discard the traditional assumption that the native language and the target language exist as unconnected own equal competences.
- Highlight the vision of which an individual has no independent, separate communication skills according to the languages (s)he masters but rather one plurilingual and pluricultural competence that includes all the languages and interrelated cultures that (s)he has proficiency in.

Language users' competences modify one another

According to the European Framework (EVK 2012: 73), a second or foreign language and culture learner does not discontinue being the expert of his/her own native language and culture and neither is his/her new language ability separate from the existing native language ability. A learner does not adapt two detached, unrelated operating and communication method but (s)he develops into a plurilingual individual who develops his/her intercultural ability to function and his/her plurilingualism, an ability to function within different cultures. One language's linguistic and cultural applying skills modify another language's equivalent competences and mutually enrich a learner's intercultural knowledge, abilities and know-how. These, altogether, help the learner to also develop mentally into a richer persona, further his/her ability to learn new languages, and open his/her mind to new cultural experiences.

Uneven and changing competence

As the European Framework (CEFR 2001: 133) indicates, a language learner's plurilingual and pluricultural competence is often uneven in more ways than one. In a certain language a higher level is acquired than in the other and ability profiles differ between languages. For example, in certain languages the students' oral skills are better and in others their written skills are more superior. Linguistic and cultural competences can vary as well. In some languages, cultural knowledge can be very good, but linguistic knowledge is poor, and vice versa.

According to the European Framework (CEFR 2001: 133), this unevenness is perfectly normal and manifests itself in the variability of the language user's plurilingual and pluricultural competence. Person's linguistic and cultural biography alters due to his/her vocation, family background, vacations, literature, and hobbies. Additionally, the inequality levels of his/her plurilingualism and pluriculturalism change and his/her experiences of the diversity of cultures obtain additional tones. This helps the learner in the majority of instances to recognize his/her identity as a language user.

Hannele Dufva (2010: 25) notes that in addition the language user's possessed languages have an impact on each other through various transfer processes. Firstly, an acquired language impacts the later acquired one, and vice versa. For example, accents can be explained with transfer, which is, for example, very clearly recognizable within the Russian speakers of English.

Diverged competence allowing one to switch from one language to another

The European Framework (EVK 2012: 186) addresses the fact that it is typical for the language user's plurilingual and pluricultural competence not to consist of only monolingual competence but to consist of the most versatile combinations of various competences. During a message it is, for example, possible to change language, in other words, to express him/herself with multiple languages. This type of multidimensional language repertoire gives an opportunity to choose various operation conventions by resorting to numerous linguistic hybrids and language switch.

Partial competence

According to the European Framework (CEFR 2001: 135), in plurilingual and pluricultural competence the importance of partial competence is emphasized as well. Partial competence can be emphasized, for example, in listening or reading comprehension or to be concerned with one particular aspect of life or tasks, which a language user can execute. It is not, that we should settle for a narrow and insufficient linguistic mastery, rather that partial competence is seen as a increasing factor for a language learner's plurilingualism, even though in a certain moment it is nevertheless insufficient. Additionally, it is important to recognize that partial competence is stranded and a share of a broader competence but simultaneously, in

some communication situations, perfectly functional, usable competence. Partial competence can, for example, be manifested in a language user's ability to transact in a restaurant with a foreign language although (s)he cannot use the language in other circumstances.

3.2. Existing information about the teacher's role in promoting students' plurilingualism

As can be seen from figure 3.1, in this section I will introduce five different possibilities, which a teacher can utilize to help students to become plurilingual. These possibilities include: *curriculum development work*, *language skill assessment*, *European language portfolio (ELP)*, *instructor of cultural interaction*, and *content and language integrated learning*.



FIGURE 3.1. Possibilities to promote plurilingualism.

3.2.1. Curriculum development work

The Common European Framework of Reference for Languages: learning, teaching, and assessment (EVK 2012: 213) presents three principles for the national curriculum, which a teacher can push forwards in a curriculum-planning group:

- 1) Concordance principle: Curriculum conversation should be in concordance with the language user and the general goal of promoting linguistic diversity. This means that everybody's language teaching and learning should be examined as part of the education system's overall language supply and take into consideration the routes, which students, in the long run, choose to enquire, themselves, about diverse language knowledge.

- 2) Cooperation principle: This diversity, especially in a school system, is only possible if focus is given to cost-effectiveness. In this way, unnecessary repetition is avoided and saving opportunities are made possible through the synergy of schooling systems. Furthermore, this cooperation allows skill transfer because of the diversity of the language program. For example, if a student begins to study multiple languages at the same time the goals for different languages do not have to be the same. The target of studying does not have to be the same communication necessities and studying of learning strategies does not have to start all over again.

- 3) Language education principle: Every single studied language should not be thought of as separate entities. Instead of that we should think what is the

significance of languages in the general language education. This suggests that not only linguistic knowledge and ability and learning skills are important in one language but also these skills extend to all languages and with that possess a linguistic transfer.

The European Framework (EVK 2012: 238) continues that although the tasks and exercises done in school are based on the curriculum, it should be taken into consideration in the curriculum that a language user's plurilingual and pluricultural competence can begin developing even before school and continues to develop simultaneously with schoolwork. This can happen through experience and learning in a family, contact with history and various generations, vacations, spending time abroad, immigration, belonging to plurilingual and pluricultural community, or media. In schools, this is not utilized enough and it would be important that in schools students would be guided to recognize and identify this knowledge and these abilities and to trust them and to appreciate the possibilities that are available in school and outside of it. Thus, language users can expand and improve their plurilingual and pluricultural knowledge and use them proficiently in certain areas of life.

3.2.2. Language skill assessment

Helena Dufva (2010: 29) highlights the fact that most of the methods of teaching, assessment, and testing base their views on monolingualism. The goal is the standardized version of the target language, as well the written form and/or native like competence. The emphasis is in the language user's "anomalies", "deficiencies", and "errors". The ways of assessment usually emphasize written, academic skills, which correlated with the demand of standard language know-how. The mastery of oral skills and, for example, pragmatic skills have a limited amount of tools and so they are often left in the shadows. In plurilingualism, the notion is that the focus should be on the aspects of language that the language user has previously mastered and not to concentrate on the areas of language that (s)he has deficiencies. Fine ways of assessment are the Common Reference Levels (CEFR 2001: 26-27) in which communication skills are divided into understanding, speaking, and writing. With these reference levels a student him/herself can assess his/her own learning and compare it to the assessment made by the teacher.

Huhta and Hilden (2013: 164-167) present several oral and written assessment methods, which are used in Finland and around the globe but, according to them, they really do not provide support to plurilingual development. However, they do mention the European Language Portfolio when talking about assessment and the possibilities it could have in student language skill assessment.

3.2.3. European Language Portfolio (ELP)

Kohonen (2005: 7) highlights the fact that the European Language Portfolio is based on the Common European Framework of Reference for Languages: learning, teaching, and assessment and it is a tool for all European countries. The student can collect and reinforce material and data in his/her skills in foreign languages. Kohonen (2005: 20) argues that the function of the language portfolio is to support and guide the student in his/her learning process and to report and verify the student's own know-how. In March 2013, the Finnish National Board of Education (2013) published the customized version of the Finnish European Language Portfolio in which working instructions are divided into three levels: classes 1-3, classes 4-6, and classes 7-9. The Finnish version of the European Language Portfolio (Finnish National Board of Education 2013) is divided into three sections: language biography, language passport, and dossier. In the language biography the student realizes his/her progress in language learning. The student also notices what connections (s)he has to other countries, cultures, and people coming from other cultures. In the language passport, the student presents the languages (s)he masters and how (s)he can manage them. In the dossier the student collects exercises and tasks in different languages, for example, texts that (s)he has written.

The European Language Portfolio supports the development of plurilingual and pluricultural competence by guiding the student to document all his/her language knowledge regardless of the location, point in time, and the manner (s)he has acquired them. It guides him/her to ponder the experiences of cultural interaction and thus recognize his/her cultural identity and the difference in cultures. Just as Little

(2012: 3-6) says, the main objectives of the ELP are autonomy, plurilingualism, and pluriculturalism. According to the European Framework (EVK 2012: 14) the assessment of numerous languages with the reference levels (CEFR 2001: 26) helps the language user to recognize various features of know-how in his/her communication skills, which allows him/her to recognize the areas that need further improvement. The pondering of linguistic and cultural experiences increases his/her self-awareness as a language user and helps him/her to form goal-directed schedules of work to improve his/her skills. Kaikkonen (2005: 57) notes that, at best, working with the European Language Portfolio can lead into concrete self-assessment about how the student trusts to master foreign languages and how (s)he can understand the relation between foreign cultures and his/her own. The student learns to ponder the techniques (s)he can show the know-how to him/herself and to others. It helps him/her to develop future strategies on how to encounter strange matters and how to study foreign languages.

3.2.4. Instructor of cultural interaction

In Kaikkonen's (2005: 55) mind, the cultural interaction is about developing students' socialization processes. As a result of expanding socialization, the language user grows towards internationality and learns to live in a world of international interaction in which plurilingualism and using several languages are every day life. He (Kaikkonen 2005: 55) states that the teacher is in a vital role when steering foreign language learners to cultural interaction. The teacher provides opportunities for

guided interaction. (S)he can invite people from various cultures and language background to the classroom. The teacher can include these visits as essential parts of the curriculum into regular every day working and simultaneously agree with the visitor what is the role of the visitor and the teacher in the interaction situation. Furthermore, the teacher attempts to encounter his/her students linguistically in an authentic way by understanding when it is smart to use foreign languages and when to use the students' native language. The endeavor is maximized usage of the target language and it is emphasized that even with limited skills successfully performed foreign interaction increases the students' courage to use language outside of a school environment.

According to Kaikkonen (2005: 55), the teacher can also organize opportunities for his/her students to interact with students from foreign cultures virtually or face-to-face. For the most part, the teacher is the one who puts everything in motion when it comes to the international projects or email exchange, which aims at curriculum consistent cultural interaction.

In addition, as Kaikkonen (2005: 56) says, the teacher has a great role as the initiator and mentor of an intercultural learning process. The requirement for intercultural learning is to become sensitized. Foreign languages and cultures require a capability to become sensitized towards foreign entities and own's own behavior. Becoming sensitized can be rehearsed with sensitizing exercises (for example text, video, music, or conversation) but it is a process, which passes through a school's foreign language learning.

3.2.5. Content and Language Integrated Learning (CLIL)

Marsh, Ensser & Sygmund (1999: 9) present Content and Language Integrated Learning (CLIL), which is a teaching method in which students learn other school subjects than languages in a foreign language. According to (Marsh *et al.* 1999: 12) the aim of CLIL-teaching is to learn educational goals by combining other school subjects than languages and language together. It contains several learning contexts in which language has an exclusive role when learning special contents or subjects. A plurilingual CLIL classroom is defined as a classroom, where at least 25 percent of all communication is conducted in a foreign language. They (Marsh *et al.* 1999: 17) note that a teacher can be either a class teacher or a foreign language teacher but often a teacher using CLIL has a double qualification in the subjects that are taught in the foreign language. Marsh *et al.* (1999: 16) notify that Content and Language Integrated Learning can be varied within the school subjects. Only a small portion of the teaching can be conducted using CLIL-teaching or alternatively most of the teaching can be conducted with CLIL. Additionally, it is possible to use CLIL-teaching for the whole period.

According to Marsh *et al.* (1999: 11), a plurilingual approach to teaching, CLIL, provides a context in which the taught subject can be taught in a foreign language in an enhanced environment. They (Marsh *et al.* 1999: 12) also highlight the fact that CLIL also supports the idea that every teacher, regardless of the education level, should tend to the students' linguistic evolution. Furthermore, Marsh *et al.* (1999: 15) note that Content and Language Integrated Learning works especially effectively in the primary school level, since at this age children learn languages relatively easily

when using the appropriate teaching method. By improving oral skills children form a sturdy foundation on top of which CLIL-teaching can be built and help create a basis for their plurilingual development.

Coyle, Holmes & King (2009: 16) emphasize that CLIL-teaching is highly motivating for the children because they get to use the target language outside of traditional grammar centered teaching. In addition, Coyle *et al.* (2009: 16) highlight the potential of Content and Language Integrated Learning in developing personal and nationwide cultural competence and thus strengthen the student's international awareness.

4. METHODOLOGY

In this chapter I will introduce my basis of the philosophy of science and explain the execution of the research and the reasons behind my methodology, analysis method and my data collection. In addition, I will discuss the reliability of phenomenographical research and the ethics of my study.

4.1. Qualitative research and phenomenography

My study is qualitative and phenomenographical in nature. Qualitative research was a natural choice because in my study I am interested in the teachers' understandings of plurilingualism and the role of the dominance of English in Finnish primary school, and my goal was to comprehend these understandings. According to Hirsjärvi, Remes & Sajavaara (2004: 185-186), in qualitative research the goal is to understand and describe the investigated phenomena from within themselves. Eskola and Suoranta (2008: 18) state that in qualitative research the focus lies in the smaller quantity of data, which is being analyzed as thoroughly as possible. Quality is more important than quantity.

Eskola and Suoranta (2008: 18) argue that discretionary sampling is commonly used in qualitative research. Tuomi and Sarajärvi (2011: 85-86) state that qualitative research does not aim to make statistical generalizations but rather tries to describe,

comprehend, and interpret certain phenomena or events. Therefore it is important that all the people, the data is collected from, are as familiar as possible with the phenomenon in question. In other words, the sample is deliberate and purposeful. In my study the sample was deliberate because I wanted to uncover precisely the understandings of the English teachers of the phenomenon. Furthermore, as the context of the research was Finnish primary schools, the sample was even more defined and specified. Therefore, the data was collected from English teachers of Finnish primary schools.

Because in my study I am interested in the people's understanding and meaning of a certain phenomenon the research method of my choosing was qualitative, more specifically phenomenography. Huusko & Paloniemi (2006: 163) argue that phenomenography is a qualitative, empirical research method, which investigates people's understanding about the world around us. Järvinen & Järvinen (2004: 83) claim, that the goal of phenomenography is not to find the one true essence of the phenomenon that can be applied to whole society. On the contrary, they argue that the main goal of phenomenography is to investigate people's different understandings of the phenomenon in question. In my study, the phenomenon is plurilingualism, about which English teachers through their own experiences and thinking have created understandings.

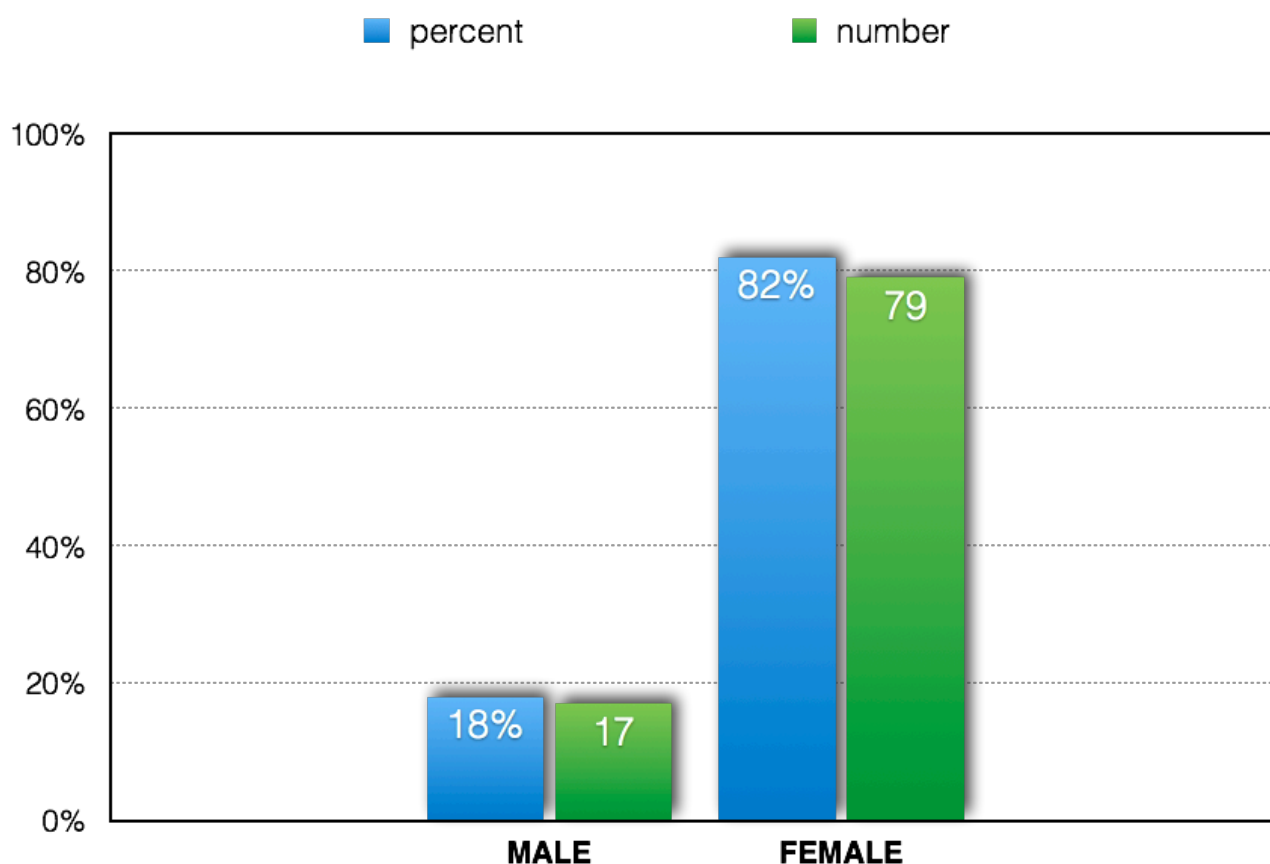
According to Ahonen (1995: 116), a phenomenon is an experience from a person's outer or inner world, from which (s)he constructs the understanding. The phenomenon and understanding are simultaneous and therefore inseparable. The understanding is therefore an image built through experience and thinking. Marton

(1981: 177-200) indicates, that the understanding is a meaning in one's mind, which reflects the experiences of the phenomenon in question as the examinee experiences it.

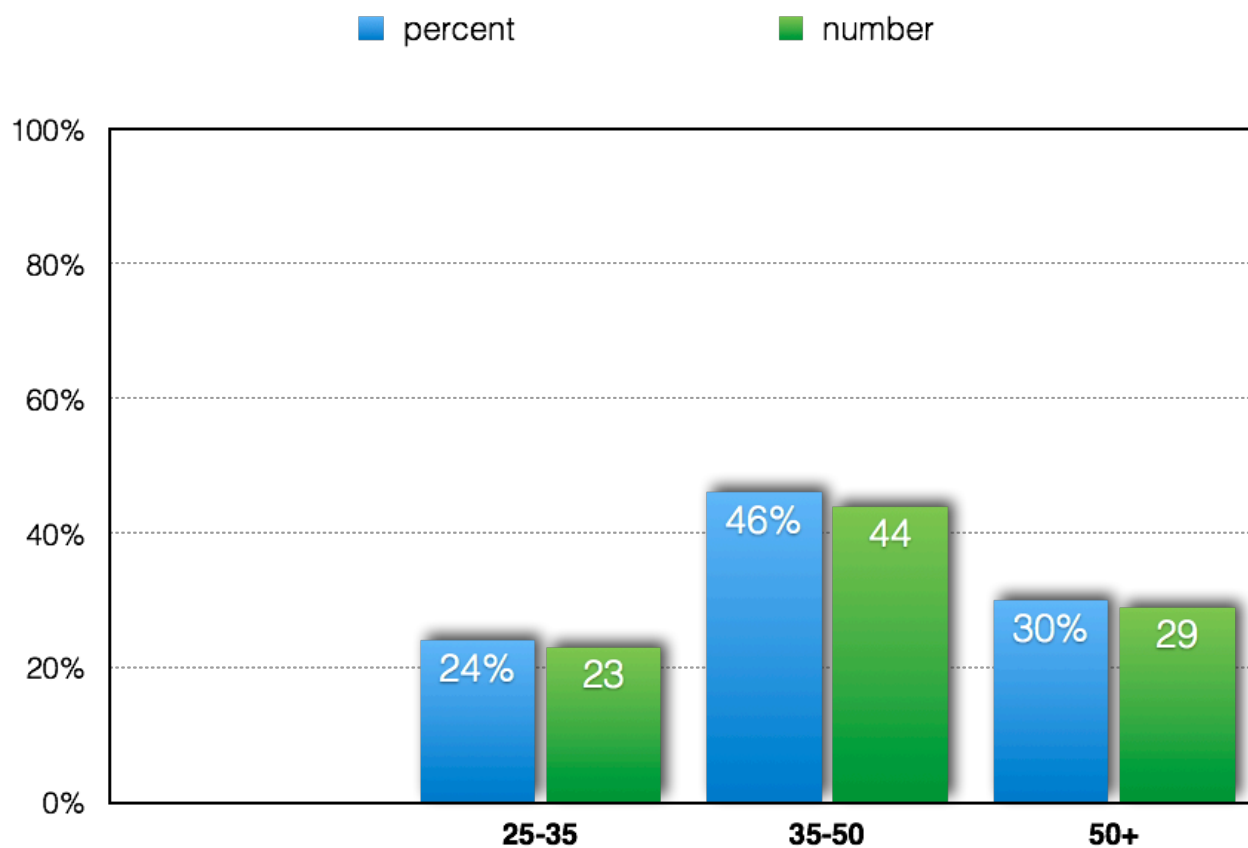
Understanding is not the same as an opinion, and the aim of this study was not to research the English teachers' opinions about plurilingualism but rather what is their understanding on how they could promote plurilingualism and what is the role of the dominance of English language in the development of students' plurilingualism in Finnish primary schools. According to Ahonen (1995: 116) and Häkkinen (1996), understanding is a dynamic phenomenon. A person changes his/her understandings sometimes in a very short time period but despite this it is more permanent than an opinion. Understanding is a self-built image of something that is based on certain criteria. It is a construction, which helps him/her to analyze the new item. The diversity of the understandings is more due to the experience background than the era. Therefore, they are qualitatively different in nature.

4.2. Data

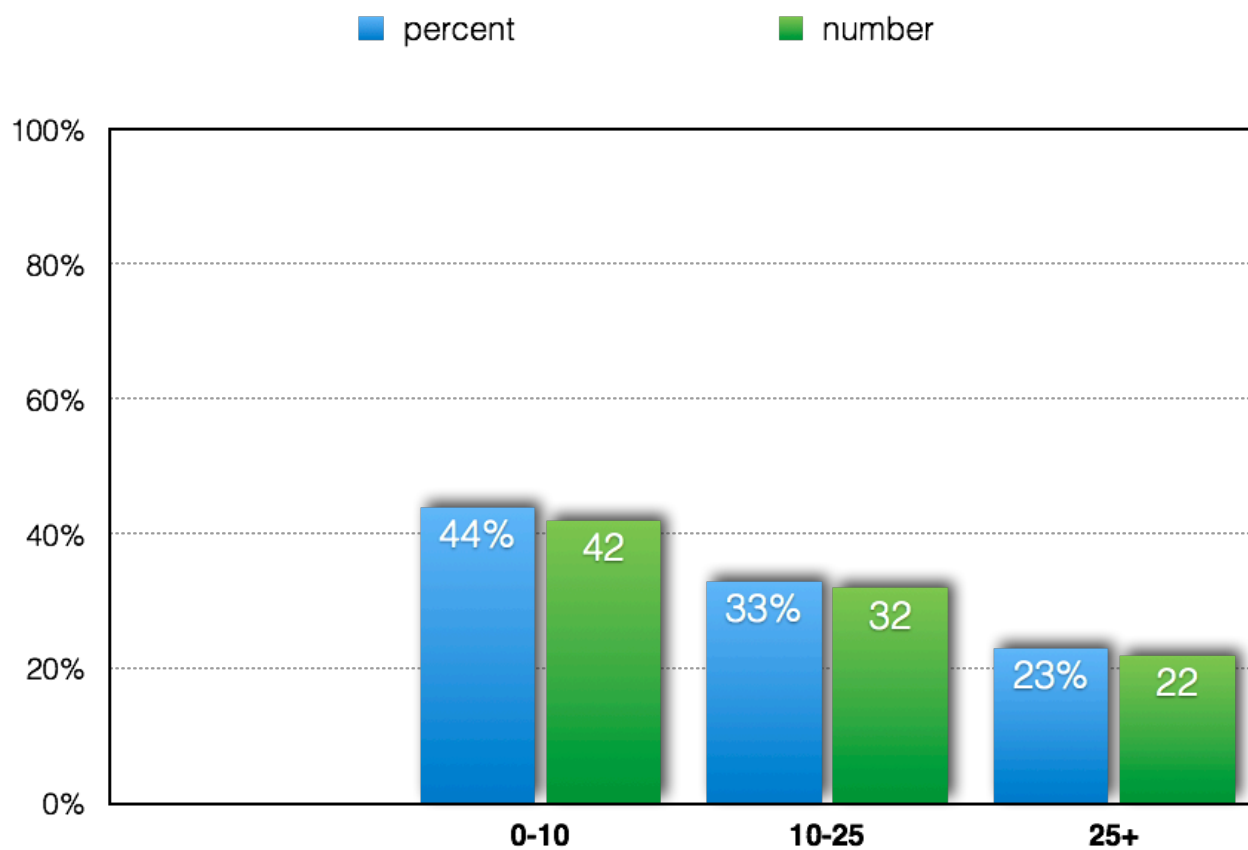
The data was collected from primary school English teachers in Finland. The data consists of 96 teachers from all around Finland. The teachers are from beginner level teachers to very experienced teachers near retirement (see graphs 4.2 & 4.3). The data consist of both male and female English teachers (see graph 4.1) but the majority is female, as all teaching occupations in Finland are female dominated. All of the teachers have had additional experiences from other foreign languages as well, through, for example, vacation, studies, profession, and heritage.



GRAPH 4.1. The gender distribution.



GRAPH 4.2. The age distribution.



GRAPH 4.3. The teaching experience distribution/years as an English teacher.

The fact that the data consists mostly of female respondents is not a surprise as all teaching vocations in Finland are female dominated. The more important and surprising factor is that although the majority of the respondents were from ages 35 to 50, the majority of the respondents had only worked from 0 to 10 years as an English language teacher. This could indicate that an English teacher is not the first occupation of the more mature teachers. In addition, it is more and more common to study for a longer period of time and not go to college right after high school and therefore graduate at an older age.

4.3. Questionnaires as a data collection method

I chose a questionnaire (see appendix 1) as my data collection method. The questionnaire contained open-ended questions, which were trying to (dis)prove my hypotheses. According to Hirsjärvi, Remes and Sajavaara (2004: 185-186), the questionnaire gives an opportunity to think more thoroughly and therefore important affairs are not left out of the answers. The questionnaire was conducted as an electronic questionnaire because it was an easy way to reach all the English teachers in Finland. As Ronkainen, Mertala and Karjalainen (2008: 22) say, the benefit of an electronic questionnaire is that it is easy to send to a large group of people and there is no restriction as how long the answers can be as is the case with the traditional paper questionnaire. This was extremely important because my questionnaire contained open-ended questions. I chose open-ended questions because as Hirsjärvi *et al.* (2004: 185-186) argue, when the teachers are answering

the open-ended questions they can describe their thoughts more thoroughly and can raise certain understandings that with a structured questionnaire could not be investigated. With the questionnaire I discover how an English teacher could promote his/her students' plurilingualism and what is the significance of the English language being the dominant second language (L2) when it comes to the development of children's plurilingualism.

According to Hirsjärvi *et al.* (2004: 187), there can be a few challenges when using a questionnaire that a researcher has to take into account. When using a questionnaire, it is harder to control how seriously the respondents take the research and their answering. In addition, constructing the questionnaire takes much time and knowhow and still the questions can be unclear. Moreover, the researcher does not necessarily know how well the respondents are familiar with the subject in question. Lastly, the response rate can be insufficient.

In my study, I took these issues into consideration from the outset of the construction process of the questionnaire. The questions were modified several times to make them more suitable for my research. The questionnaire was tested with peer university students and with a few primary school English teachers. On the grounds of the test questionnaires, the questions were modified to be understandable and concrete. To be sure that the teachers would know what was meant by plurilingualism I wrote an introduction to the questionnaire where I explained the main aspects of plurilingualism. Therefore, the teachers did not necessary have to be experts in the matter in order to be able to answer my questionnaire. As the subject of plurilingualism is very contemporary and will affect all current and future teachers

starting from the fall of 2016, I feel that all of the teachers took the questionnaire very seriously in order to help themselves and others find means to promote plurilingualism in the future. To control the response rate, I contacted the Finnish union of English teachers and asked them to forward my questionnaire to their members. After two weeks, I asked them to send it again. Furthermore, I used my own contacts to get English teachers to answer my questionnaire. The amount of data was sufficient for the purpose of this study, as I received almost one hundred responses to my questionnaire.

4.4. Phenomenographical content analysis

The data is analyzed with content analysis, as my object was to obtain an understanding about the phenomenon only by examining the data. According to Tuomi & Sarajärvi (2011: 91-93,103), this basic analysis method that can be used in all qualitative research is content analysis. Content analysis can be considered as a separate method but it can be also used as a loose theoretical framework in different analysis entities. In principle, most of the different qualitative analysis methods are based on content analysis, especially if we consider content analysis as the loose theoretical framework. The goal of content analysis is to obtain a compact and general description of the researched phenomenon.

Tuomi and Sarajärvi (2011: 92) also say that in phenomenographical research the data analysis is often done data-orientated with content analysis. This supports my

choice, as my study's research method is phenomenography. They state that in data-orientated analysis the theory does not control the phases of the analysis. Rather, the analysis is done by examining the data and getting closely acquainted with it. The aims of the research must be remembered when conducting the analysis. Furthermore, the reporting of the results must be inline with the aims of the research. The analysis approach (see Miles & Huberman 1994) presented by Tuomi and Sarajärvi (2011: 92) involves data-orientated content analysis that can be divided into three stages: *the reduction of the data*, *the clustering of the data*, and *the abstraction of the data*.

Burns and Grove (2005: 604) argue, that content analysis must begin by defining the analysis unit. The most commonly used analysis unit is a word, a sentence, and part of the sentence or a thought entity. The choice of the analysis unit depends on the aims of the research and the quality of the data. In this research, I used a word, a sentence and part of the sentence, or a thought entity as my analysis unit. These analysis units represented the researched phenomenon and were associated with the aims of the research.

I began my analysis by getting familiar with the data, coding the data and by reducing the data. As demonstrated in figure 4.4, the data was coded by gender and age, and if there were two or more respondents from the same gender and age, an alphabetical symbol was added after the age. (For example, F64b = female, 64-years-old, there are at least two 64-year-old females in the data). After the coding process, the data was read several times so that I was able to acquire a clear general view of it.

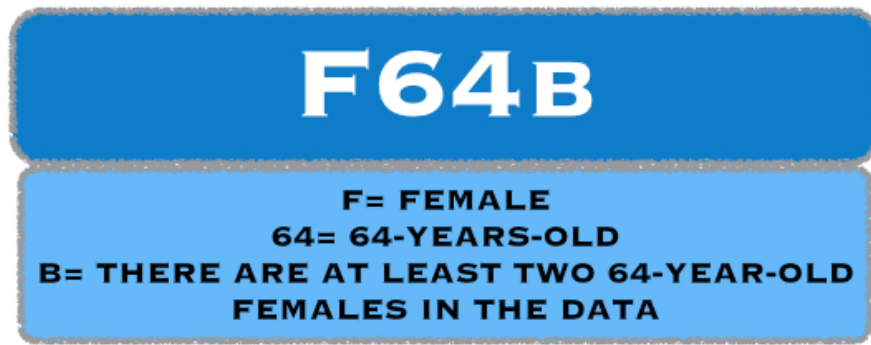


FIGURE 4.4. An example of the coding process.

According to Tuomi and Sarajärvi (2011: 109) and Hämäläinen (1987: 36-67), in *the reduction of the data*, the data being analyzed is reduced in a way that all the irrelevant information is eliminated in order to be able to make final conclusions from the data. Tuomi and Sarajärvi (2011: 109) state, that the process of reduction is controlled by the aims of the research, which defines the way the data is being reduced. In this case, the reduction is done by coding and therefore finding the essential phrases for the aims of the research. I changed all the original phrases to a reduced word or a sentence, which included the information of the original phrase. In this manner, I am able to highlight only the parts essential to the aims of my research.

As Tuomi and Sarajärvi (2011: 110) and Hämäläinen (1987: 35-36) indicate, in *the clustering of the data*, the original coded phrases of the data are gone through thoroughly and searched for the constructs that indicate the same idea. All the similar constructs are clustered and combined into separate lower categories and named accordingly. Through the classification process, the data is tightened as separate factors are included into more generalized constructs. I clustered the lower categories into upper categories and the upper categories further into a category. By

doing the clustering, rudimentary descriptions of the researched phenomenon are already being formed.

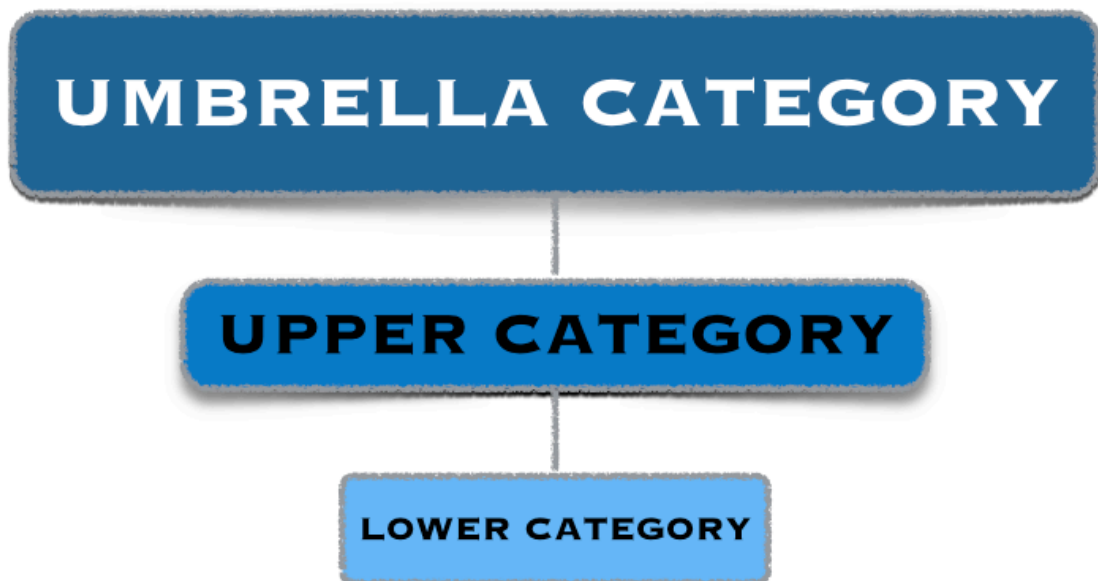


FIGURE 4.5. The hierarchy of the categories.

Finally, as Tuomi and Sarajärvi (2011: 111) and Hämäläinen (1987: 36) emphasize, in *the abstraction of the data* the essential data for the research is being separated. On the grounds of the information selected, theoretical constructs of the researched phenomenon can be made. The clustering of the data is already perceived to be a part of the abstraction. In the abstraction process the analysis proceeds from the phrases of the original data towards theoretical constructs and conclusions. The abstraction is resumed by combining the classifications as long as it is reasonable from the standpoint of the content of the data. I perceived that from the standpoint of my aims of the research it was not reasonable to start combining upper categories into more umbrella categories as the formed umbrella category represents satisfyingly its connection to the upper categories, the lower categories, and the

phrases included in them. Figure 4.5 indicated the hierarchy between categories from the largest *umbrella category* to the most specific *lower category*.

4.5. The reliability of phenomenographical research

According to Niikko (2003: 35), because phenomenographical research is data-orientated, it is important that a researcher identifies and recognizes his/her own basis. Recognizing and presenting preconceptions in addition to eliminating them from the analysis is one part of the reliability of the phenomenographical research. Because I am a future English teacher myself, I had some understanding about the means of promoting plurilingualism as well as of the role of the dominance of the English language in the development of plurilingualism. Some of the understandings had changed in the course of my studies and thesis work; some of them had stayed the same. Recognizing these understandings made it possible for me to eliminate them from the analysis, so preconceptions did not affect the formation of categories.

Figure 4.6 by Ahonen (1995) indicates the way to evaluate the reliability of a phenomenographical research. Phenomenographical research is authentic when there is intersubjective trust and concord in the data collection. The research is relevant, when the researcher keeps his/her theoretical preconceptions consistently in mind throughout the whole research process.

| | DATA | CATEGORIES |
|---------------------|---|--|
| AUTHENTICITY | DOES THE DATA APPLY TO BOTH THE RESEARCHED AND THE EXAMINEE | DO THE CATEGORIES CORRELATE WITH THE MEANINGS OF THE EXAMINEES |
| RELEVANCE | IS THE DATA RELEVANT FROM THE POINT OF VIEW OF THE THEORY OF THE RESEARCH | ARE THE CATEGORIES RELEVANT FROM THE POINT OF VIEW OF THE THEORY OF THE RESEARCH |

FIGURE 4.6. The criteria of the reliability of phenomenographical research. (Ahonen 1995: 130)

Niikko (2003: 35) argues that when examining the results, the goal, in phenomenographical research, is not to find the absolute truths. Nevertheless, decisions can be justified and evaluated, which gives the research reliability. According to Sandberg (1996: 130-132), there are two ways to justify the proficiency and reliability of the lower and upper categories. Sandberg (1996: 130-131) introduces two contrary ways of thinking: some of the representatives (Marton 1981; Säljö 1988) of the phenomenographical research highlight the importance of the inner evaluation, which means, that when other researchers read the data, they will end up with the same conclusions and categories as the original researcher. Other researchers (Theman 1983; Booth 1992), on the other hand, argue that this is debatable, as the other researchers may not be as familiar with the data as the original researcher.

Since the proficiency and reliability of phenomenographical research is challenging to evaluate, it is extremely important that the execution and the methodological choices of the research are clearly explained. Ahonen (1995: 131) explains that in the thesis report it is important to highlight the research process in a well-defined way. The

description must include theoretical background and how it links to the aims of the research, the examinees, the moment in time, the data collection, and the principles of the interpretation. Furthermore, the interpretation must be verified by highlighting examples from the data, so that the reader of the report can evaluate the meanings of the original phrases.

4.6. The ethics of this study

As Gibbs (2007: 101) says, the data of a qualitative research is often very rich and detailed in nature, so it is difficult to maintain the individuality and trust of the examinees. The researcher must endeavor to respect the examinees' intimacy and privacy both in the data collection and the presentation of the results. In most cases, the examinees are very interested and excited to participate, which is why retaining trust and causing of minimal trouble to the examinees is vital to take into consideration when conducting the research. Retention of trust and maintenance of ethical behavior in the research were crucial parts of my research from the outset.

A part of an ethical research is to present to the examinees what the research is all about, what the research is used for, and how their answers are processed. I wrote a cover letter along with the questionnaire, in which I explained who I was, what I was researching, and what was the purpose of my study. In addition, there was my contact information in the cover letter, if they wanted more information about my study or the questionnaire, or something was unclear to them.

Gibbs (2007: 101) argues that the processing of the examinee's answers must be done anonymously and with respect of their privacy. In some cases, the examinees can be from the same working environment, which increases the importance of anonymity. People can recognize each other solely by the answers given, so it is very important for the researcher not to give any information about the data outside before the final research report. The maintenance of anonymity is also important if the examinees reveal delicate matters that, if revealed, could jeopardize their future.

Since my electronic questionnaire was sent via the Finnish union of English teachers, I had no knowledge of the identities of the teachers who responded to my questionnaire. In my questionnaire I did not ask them to tell me their identity nor did the open-ended questions ask them to reveal such personal matters that they did not want to disclose. The access rights of the questionnaire and the data were limited solely to me. In addition, I destroyed all the data after the research was completed. This was also mentioned to the examinees in the cover letter.

Clear information regarding the purpose of the research and the possibility to contact the researcher strengthens the ethics and trust between the researcher and the examinees. As the Academy of Finland (2003: 5) advises, I used honesty along with the process of working with the research and with the data. In addition, I used general caution and precision in the research work, data recording, presentation, and evaluation.

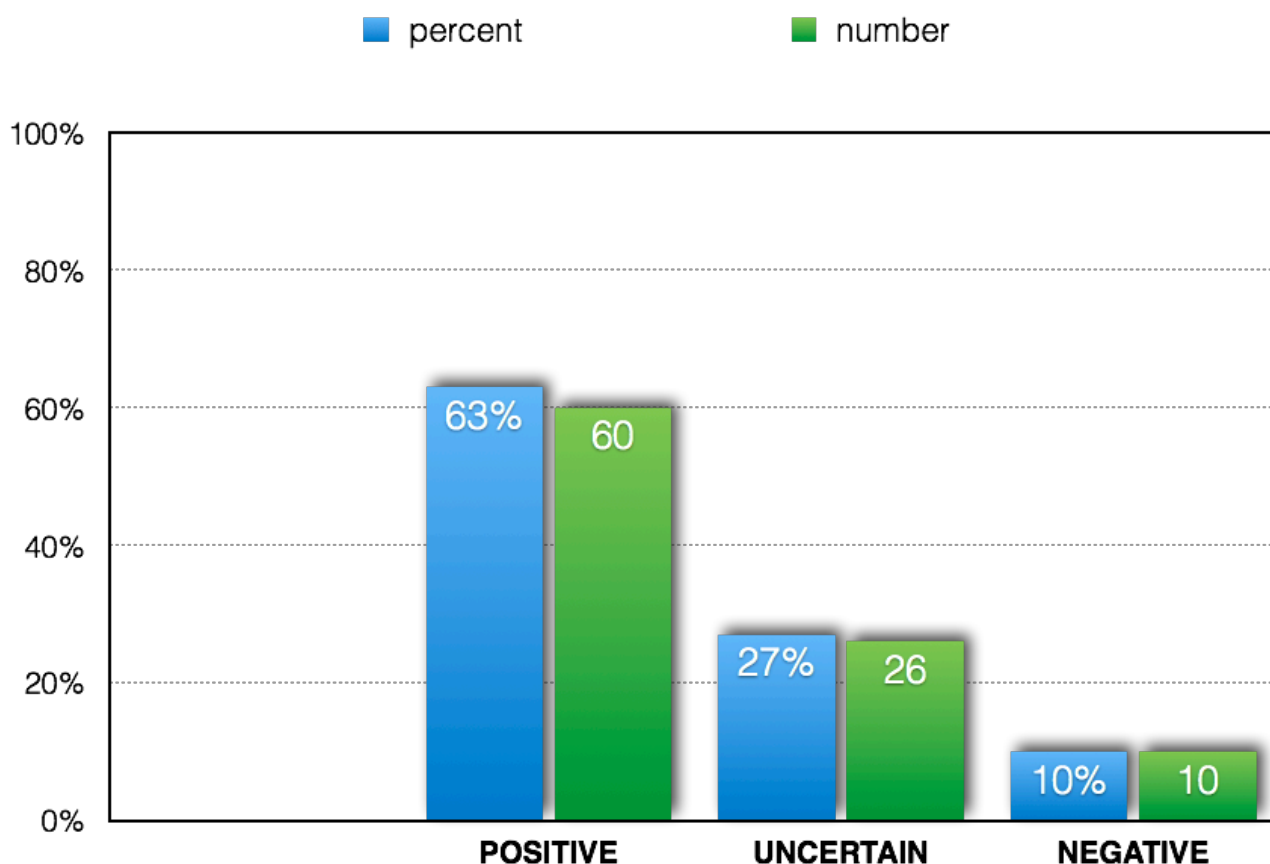
5. RESULTS

In this chapter I will introduce the results of my research and will reflect upon my hypotheses. Firstly, in section 5.1., I will introduce the teachers' general understandings of plurilingualism. In section 5.2., I will advance to discuss my first hypothesis and give answers to the question: how can an English teacher promote his/her students' plurilingualism? In section 5.3., I will discuss my second, equal hypothesis and introduce the English teachers' understandings on what is the significance of the English language being the dominant second language (L2) when it comes to the development of children's plurilingualism. In addition, I will provide one original example phrase from each of the means included in the lower categories.

5.1. General understandings of plurilingualism

When examining the data a few interesting points emerged. First of all, almost 80 percent of the respondents had heard about plurilingualism before. Although they had heard of it before, they still did not have a clear view of what it was supposed to be in practice. As graph 5.1 indicates, 63 percent thought that plurilingualism was a step in the right direction in Finnish foreign language teaching. 27 percent were uncertain and 10 percent did not think that plurilingualism was a good idea at all.

The difference between the groups is statistically¹ highly significant. (Chi square for one-way design, $X^2 = 40.750$, $p < .001$, $df = 2$) Virtually all wished to have more knowledge and training about plurilingualism before the new primary school curriculum will be introduced in the fall of 2016.



GRAPH 5.1. Teachers' attitudes towards plurilingualism.

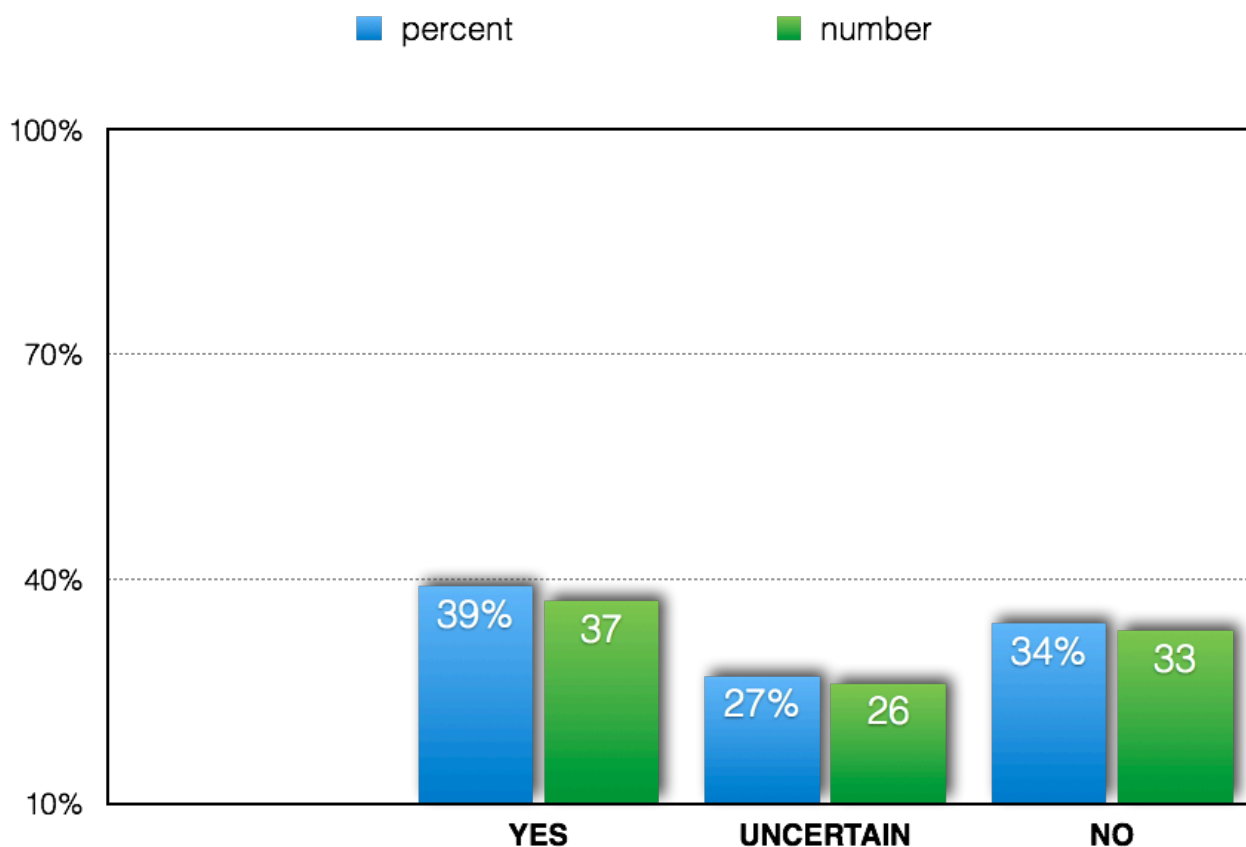
1. *"There's a grain of truth in the idea." (M58)*
2. *"I agree wholly with the idea that language is more of a feeling with several layers of communicative skills and abilities; rather than a collection of vocabulary and grammatical rules." (M44)*
3. *"Sure. The more you notice the different languages used around you the better you understand different cultures." (F57b)*

¹ Statistical calculations done by Jukka Mäkisalo, PhD, University of Eastern Finland.

4. *“Absolutely! We need people who can speak also other languages besides English” (F51c)*
5. *“Might be, although it seems that English keeps dominating.” (M32)*
6. *“Honestly I don’t know. But why not?” (F50a)*
7. *“confuses things too much.” (M49)*
8. *“That will be the end of language learning. (F64a)*

As can be noticed from the original example phrases, the teacher’s who believed that plurilingualism was either a positive (see examples 1.-4.) or a negative (see examples 7.-8.) concept had a very clear opinion about it. Especially those who thought that plurilingualism was a negative concept were extremely negative towards it and expressed their opinions very loudly. The teachers who were uncertain (see examples 5.-6.) were still mostly open to the idea of plurilingualism but were unclear on how to promote plurilingualism in practice.

As can be seen from graph 5.2, the teachers’ understandings about their abilities to promote plurilingualism varied significantly. Almost 40 percent thought that they could promote plurilingualism well, 27 percent were hesitant, and 34 percent did not feel that they would be able to promote their students’ plurilingualism at all. The reason for being uncertain or negative about their abilities to promote plurilingualism was that they still were too unfamiliar with the concept of plurilingualism and did not have any concrete understanding on how to execute its promotion in practice. Although 39 percent were confident in their abilities, they also wished to have more concrete tools to promote plurilingualism. The difference between the groups is statistically not significant. (Chi square for one-way design, $X^2 = 1.938$, $p > .05$, $df = 2$)



GRAPH 5.2. Teacher's abilities to promote plurilingualism.

Figure 5.3 illustrates the tools to promote plurilingualism that the English language teachers hope to possess. The umbrella category *coveted tools to promote plurilingualism* is divided into three upper categories: *cultivation*, *day-to-day life*, and *administration*. *Cultivation* -upper category is further divided into two lower categories: *cooperation*, and *education*. *Language lesson tools* -lower category is included in the *day-to-day life* -upper category and *administration* -upper category includes the lower category *resources*.

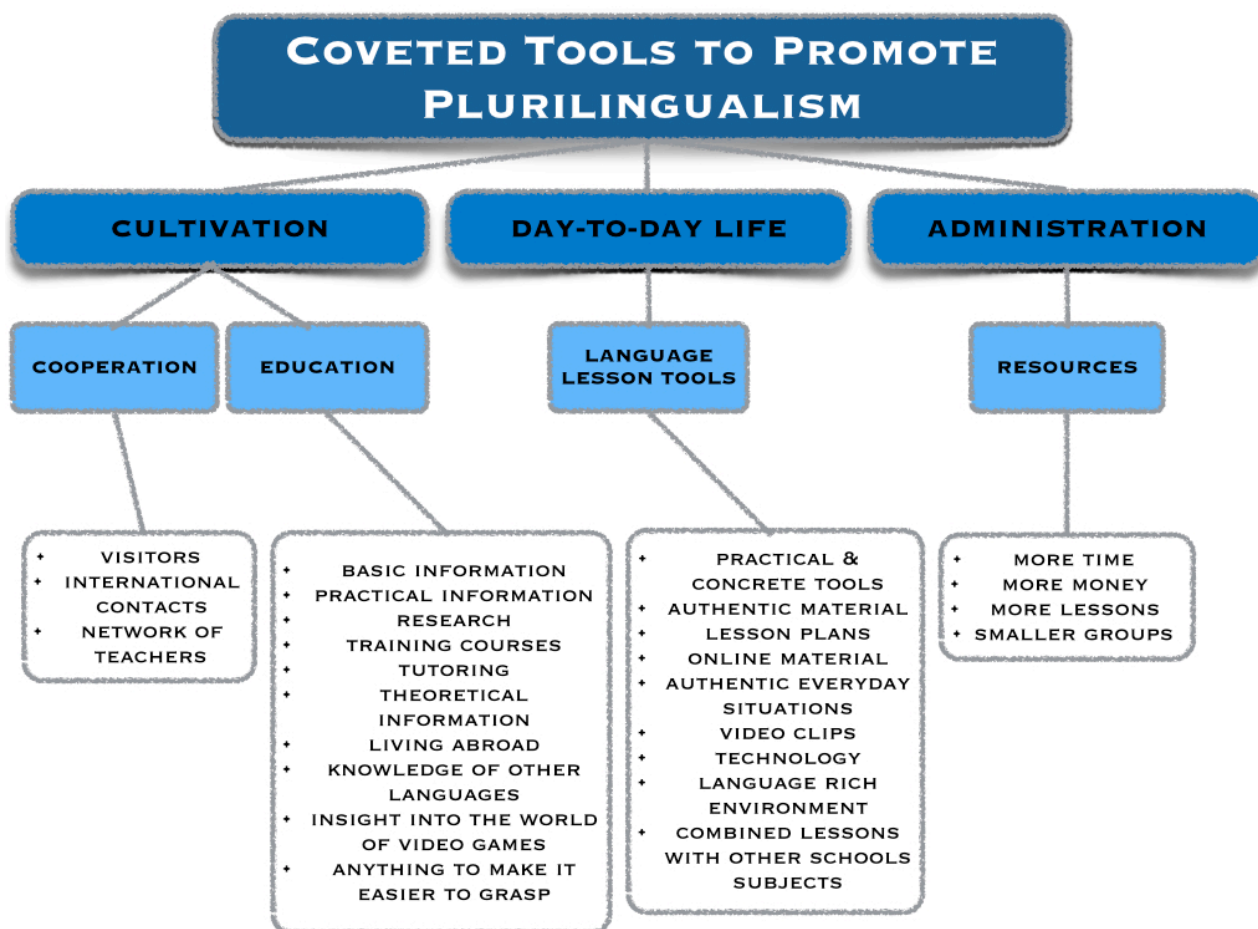


FIGURE 5.3. Tools to promote plurilingualism coveted by the teachers.

CULTIVATION

There were tools in the data of which were clearly meant for the teachers to better their understanding of plurilingualism. The *cultivation* –upper category is divided into two lower categories: *cooperation*, and *education*.

Cooperation –lower category emphasizes the importance of having a network of other teachers who can help in the promoting process of plurilingualism. More specifically these cooperation tools are: (9.) *visitors*, (10.) *international contacts*, and (11.) *network of teachers*.

9. “*visitors coming to teach.*” (F40b)

10. “*More international contacts, preferably through working and/or studying abroad.*” (F29c)

11. “*networks with teachers from foreign countries.*” (F43b)

Education –lower category stresses the importance of studying and knowledge of plurilingualism. The tools for education included in this category are: (12.) *basic information*, (13.) *practical information*, (14.) *research*, (15.) *tutoring*, (16.) *theoretical information*, (17.) *living abroad*, (18.) *knowledge of other languages*, (19.) *insight into the world of video games*, and (20.) *anything to make it easier to grasp*.

12. “*basic knowledge.*” (F30c)

13. “*More practical information.*” (F29d)

14. “*Some research on the topic*” (F29a)

15. “*Maybe some tutoring.*” (F35a)

16. “*Basically some theoretical information.*” (F44b)

17. “*Experience of living in a foreign country.* (M46)

18. “*A more solid and broader knowledge of other languages*” (F38c)

19. “*More insight into the world of games*” (F36b)

20. “*Any tools which make the matter easier to grasp*” (F51b)

DAY-TO-DAY LIFE

This upper category includes all the more concrete tools, mentioned by the English teachers, that could be used in planning and implementation of English lessons and that can be used daily in English language teaching. The upper category is divided into a lower category: *language lesson tools*. The tools included are: (11.) *practical & concrete tools*, (22.) *authentic material*, (23.) *lesson plans*, (24.) *online material*, (25.) *authentic everyday situations*, (26.) *video clips*, (27.) *technology*, (28.) *language rich environment*, and (29.) *combined lessons with other school subjects*.

21. *“Practical tools that help in the actual teaching.” (F30c)*

22. *“Some kind of materials to help create situations where you will have to use the language to get something that you necessarily need” (F64b)*

23. *“Actual lesson plans.” (F48a)*

24. *“e-material.” (F56b)*

25. *“Use of English in authentic situations.” (F32)*

26. *“Maybe some video clips for lessons.” (F51e)*

27. *“iPads for students” (F50c)*

28. *“Environment where students could hear other language in their everyday life.” (M29)*

29. *“Support in organizing combined lessons with other subjects.” (F30b)*

ADMINISTRATION

Into this upper category I included all the tools that the teachers have little or no control over and are decided by the government and the management. *Administration* –upper category is further divided into a lower category: *resources*. The tools included are: (30.) *more time*, 31.) *more money*, (32.) *more lessons*, and (33.) *smaller groups*.

30. “More time to talk about languages.” (F38a)

31. “More resources.” (F50c)

32. “More lessons hours.” (F35b)

33. “The main problem is the number of students in a group.” (F60b)

As can be observed from the original example phrases, in order for the teachers to be able to promote their students’ plurilingualism, the teachers must first possess enough knowledge of the concept of plurilingualism, use cooperation with other teachers, master the day-to-day life tools of promoting plurilingualism, and have the resources.

5.2. English teachers promoting plurilingualism

My first aim mainly determined my umbrella category, which is how an English teacher can promote his/her students' plurilingualism. When I was analyzing the data, three upper categories ascended from the data very clearly: *long term goals*, *everyday life*, and *the mental aspect*. These upper classes are furthermore divided into lower categories: *language skills* and *taking other languages into consideration* are included in the long-term goals. Everyday life includes *language lesson tools*, and *motivation* is part of the mental aspect.

Figure 5.4 demonstrates the link between the umbrella category and the three upper categories. The three upper categories are further divided into four more specific lower categories, which include the means of promoting plurilingualism mentioned by the English teachers. Figure 5.4 can be used as a guideline on how to promote students' plurilingualism. In the following sub-sections, I will thoroughly explain all the upper and lower categories and the means included in them.

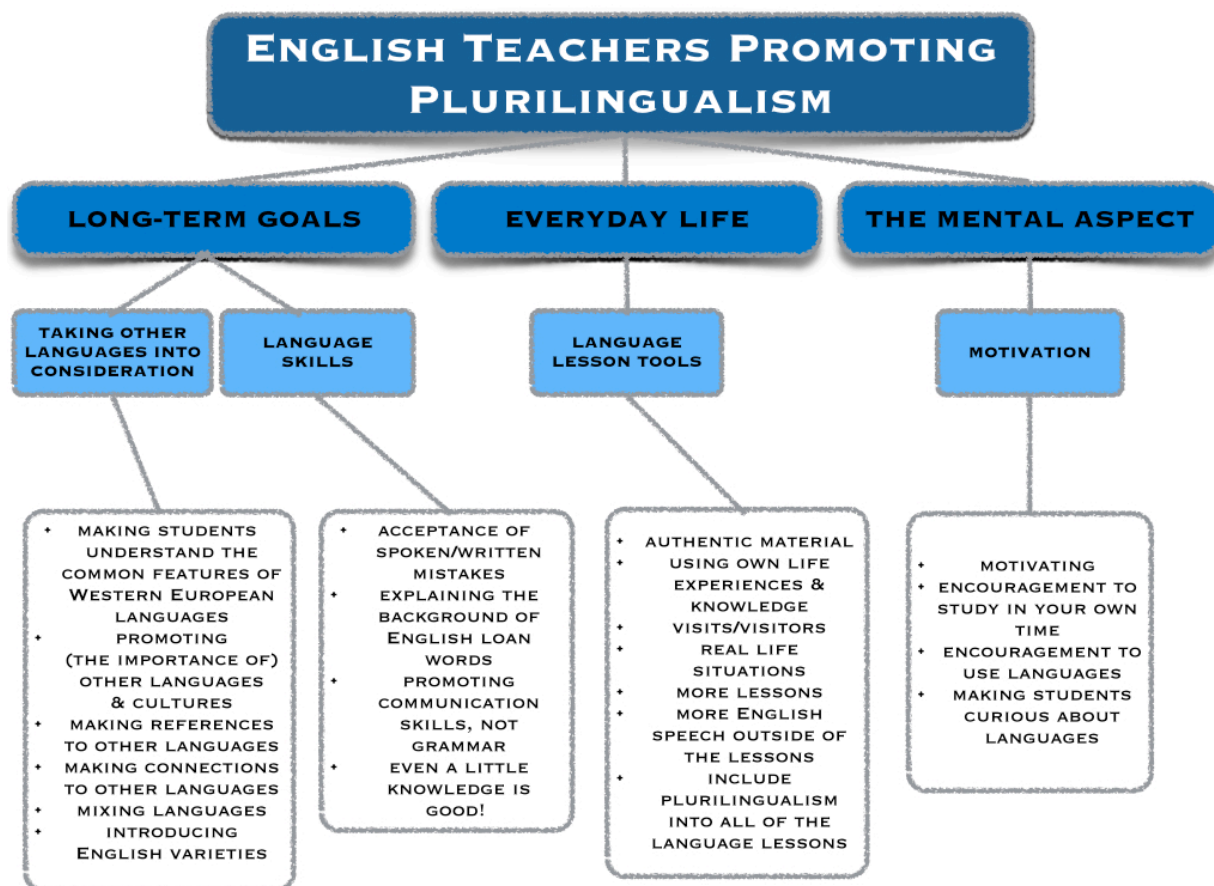


FIGURE 5.4. English teachers promoting plurilingualism.

5.2.1. LONG-TERM GOALS

From the data gathered from English teachers of Finland, there were means that were clearly meant for long-term use. In other words, these means are meant to be used in English language teaching throughout the whole of primary school. The long-term goals -upper category is divided into two lower categories: *taking other languages into consideration* and *language skills*.

Taking other languages into consideration consists of means that emphasize the importance of other languages in general and in the teaching of English. These means are: (34.) *making students understand the common features of Western European languages*, (35.) *promoting (the importance of) other languages and cultures*, (36.) *making references to other languages*, (37.) *making connections to other languages*, (38.) *mixing languages*, and (39.) *introducing English varieties*.

34. *"I have tried to make the pupils and students understand the common features of Western European languages."* (M58)

35. *"To get them understand that you need different languages but don't have to master them perfectly."* (F50a)

36. *"I try to encourage my students to compare languages and find similarities as well as differences."* (F29a)

37. *"Help them see the presence of other languages in English."* (F50b)

38. *"...mix languages in the classroom if possible."* (M34)

39. *"Teach English as a lingua franca."* (F45c)

In the *language skills* lower category I included all the means that are meant to promote various language skills. These means are: (40. & 41.) *acceptance of spoken/written mistakes*, (42.) *explaining the background of English loan words*, (43.) *promoting communication skills, not grammar*, and (44.) *even a little knowledge is good!*

40. *"Errors are allowed and encouraged."* (F51d)

41. *"...to show that imperfection is a wonderful state."* (F50b)

42. *"I always explain the etymology of the English loan words."* (F60a)

43. *"I already teach them that language is more than just a tool for communication, it's a way of expressing oneself, and that your language use also tells other people things about you..."* (F31)

44. *"To motivate pupils to appreciate even a little knowledge of a language."*
(F48c)

5.2.2. EVERYDAY LIFE

Into this upper category I included all the more concrete means, mentioned by the English teachers, that are meant to be used in English lessons and that can be used daily in English language teaching. The upper category is divided into a lower category: *language lesson tools*. The means included in this lower category are: (45.) *authentic material*, (46.) *using own life experiences & knowledge*, (47.) *visits/visitors*, (48.) *real life situations*, (49.) *more lessons*, (50.) *more English speech outside of the lessons*, and (51.) *include plurilingualism into all of the language lessons*.

45. *"I bring or let the students bring to the classroom authentic material in different languages, such as significant songs, stories, news, etc."* (F41e)

46. *"Talk a lot about many interesting things in life that have to do with learning languages and living in other cultures..."* (F48d)

47. *"Visitors from other countries."* (F51a)

48. *“To encourage them to get contacts, to get involved in activities with foreign students, camps, language courses, visits, etc.”* (F43b)
49. *“more lessons.”* (F47)
50. *“I can speak more English, even when we are doing something else but studying English.”* (F52c)
51. *“I try to incorporate it (plurilingualism) into my teaching all the time.”* (M44)

5.2.3. THE MENTAL ASPECT

The English teachers had mentioned means that do not emphasize anything that involves action by the teacher but rather focuses on the processes in our heads. This upper category includes the lower category *motivation*, which is a crucial part of any learning. The mentioned means in this lower category are: (52.) *motivating*, (53.) *encouragement to study in your own time*, (54. & 55.) *encouragement to use languages*, and (56.) *making students curious about languages*.

52. *“Broaden students’ knowledge of several different languages and make them interested.”* (M32)
53. *“Encourage them to find out about languages and culture by themselves...”* (F38a)
54. *“Encourage them to use the language and build up their self confidence by doing so.”* (F64b)

55. *“Encourage them to take contact to other children while traveling on holiday.”*

(F57a)

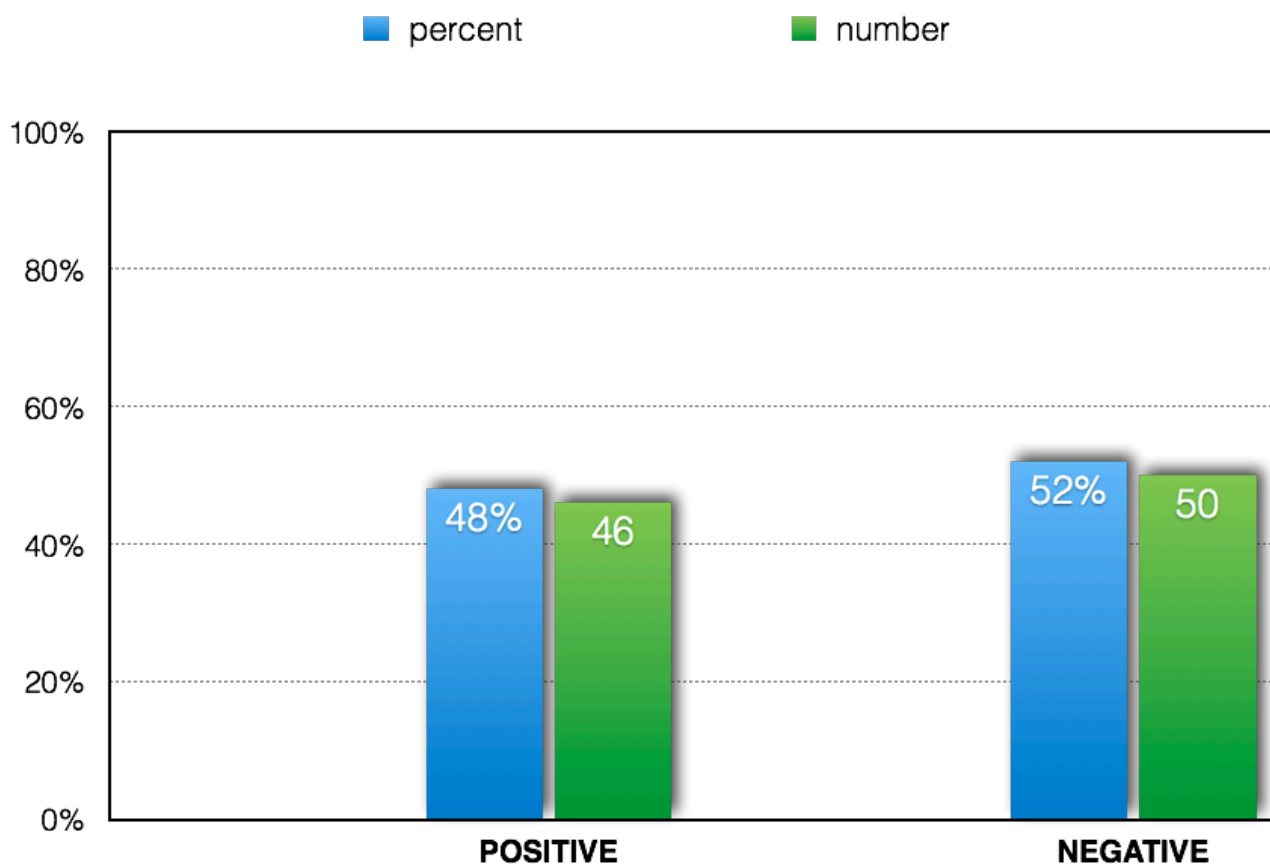
56. *“Encourage students to use language and be curious to know about other languages.”* (F56a)

5.2.4. Summary

The results appear to be inline with my first hypothesis, as the teachers already had a few tools to promote plurilingualism provided by The Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR 2001 & EVK 2012) but they would like to have more concrete tools. The teachers did not clearly state that the European Framework in fact provided these tools for promoting plurilingualism, but the tools are in fact inline with what the Council of Europe has stated in 2001. Although the teachers were able to name multiple ways to promote plurilingualism, they still wished to have more knowledge and training about the concrete promotion work they are expected to do when the new primary school curriculum will be introduced in the fall of 2016.

5.3. The significance of the dominance of the English language in the development of plurilingualism

My other equal aim mainly determined my umbrella category, which is what is the significance of the English language being the dominant second language (L2) when it comes to the development of children's plurilingualism. The significance of the dominance of the English language was very clearly divided into two categories: *positive* and *negative*. 48 percent of the respondents thought that the dominance of English was a positive factor in the development of plurilingualism. On the other hand, 52 percent thought it was negative. The answers were divided nearly right in the middle, as almost 50% of the respondents thought that the dominance of English was a positive or a negative factor in the development of plurilingualism.



GRAPH 5.5. Teachers' attitudes towards the role of the dominance of English in the development of plurilingualism.

Graph 5.5 indicates the difference between positive and negative attitudes towards the role of the dominance of English in the development of plurilingualism. The difference between the groups is statistically not significant. (Chi square for one-way design, $X^2 = .167$, $p > .05$, $df = 1$)

The upper categories *positive* and *negative* are further divided into lower categories: *learning of other languages* and *the place in the current language teaching* are included in the negative upper category. In addition, *foreign language learning*, *communication skills*, and *worldwide language* are incorporated in the positive upper category.

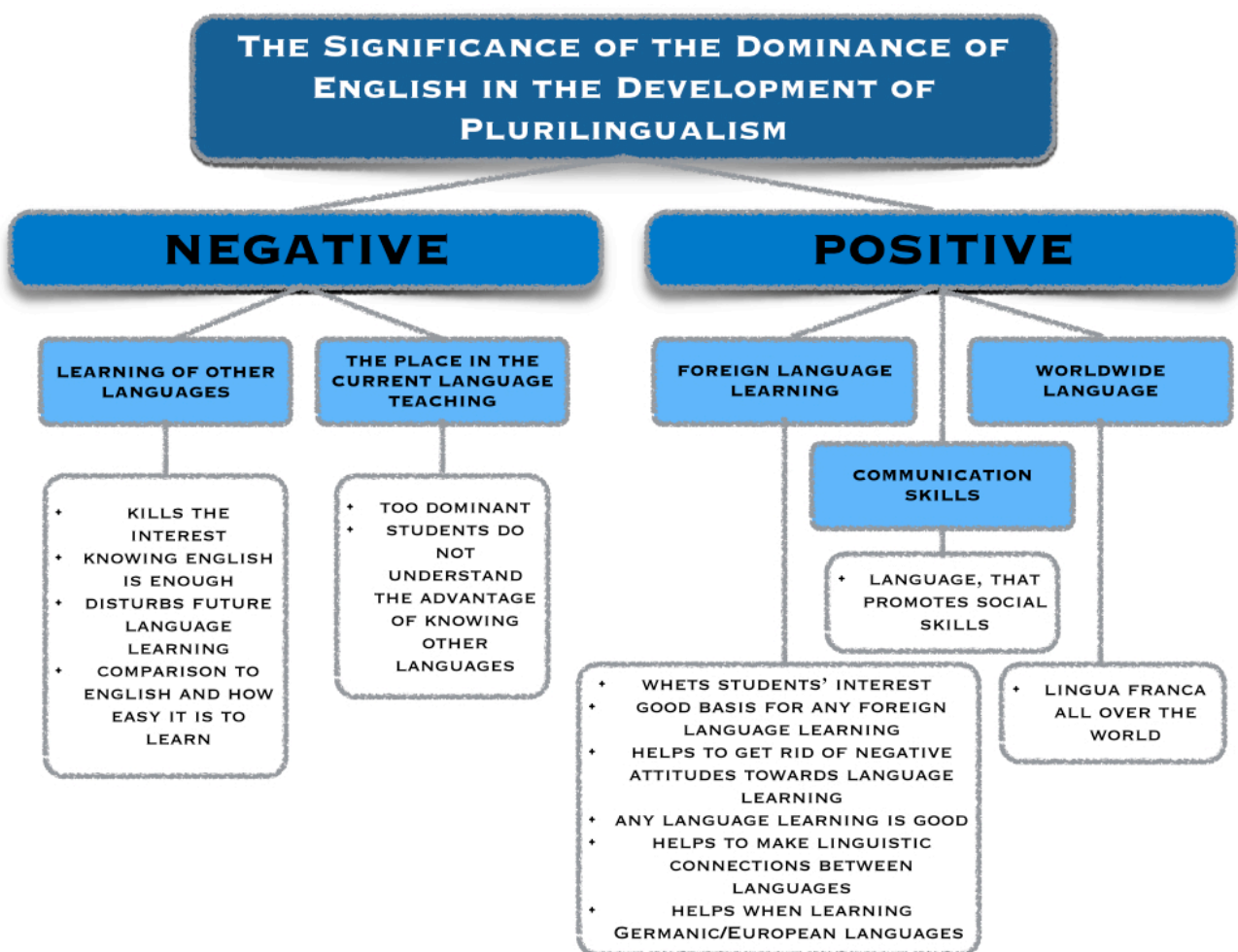


FIGURE 5.6. The Significance of the dominance of English in the development of plurilingualism

Figure 5.6 demonstrates the link between the umbrella category and the two upper categories. The two upper categories are further divided into five more specific lower categories, which include the ways in which the dominance of English affects the development of plurilingualism mentioned by the English teachers. In the following sub-sections, I will thoroughly explain all the upper and lower categories and the means included in them.

5.3.1. NEGATIVE

All the factors of the dominance of English that prevent the development of plurilingualism are included in this upper category. This upper category is divided into two lower categories: *learning of other languages* and *the place in the current language teaching*.

Learning of other languages includes all the factors of the dominance of English that prevents the students from learning other languages than English. These factors include: (57.) *kills the interest*, (58.) *knowing English is enough*, (59.) *disturbs the future language learning*, and (60.) *comparison to English and how easy it is to learn*.

57. “Most pupils...are not interested in other cultures.” (F56b)

58. “They (students) think that knowing one foreign language well is enough.”

(M32)

59. *“Maybe English is not the easiest dominant language because it is pronounced and written in different way. So this can disturb...children in the beginning for example Swedish language studies.”* (F50e)

60. *“Students always compare another foreign language to how easy it is to learn English.”* (M47)

All the factors in *the place in the current language teaching* lower category highlight the dominant role of English and how it affects the development of plurilingualism. These disturbing factors are: (61.) *too dominant*, and (62.) *students do not understand the advantage of knowing other languages*.

61. *“English becomes too dominance of, students don’t bother learning other languages.”* (F39b)

62. *“In this world, dominated/overtaken by English, kids don’t realize that everyone speaks English nowadays and that it isn’t really an advantage anymore.”* (F36c)

5.3.2. POSITIVE

All the factors, mentioned by the English teachers of Finland, in this upper category are factors of the dominance of English that further the development of plurilingualism. This upper category is further divided into three lower categories.

These lower categories are as follows: *foreign language learning*, *communication skills*, and *worldwide language*.

The *foreign language learning* –lower category consists of the factors that further foreign language learning in general. These factors are: (63.) *whets students' interest*, (64.) *good basis for any language learning*, (65.) *helps to get rid of negative attitude towards language learning*, (66.) *any language learning is good*, (67.) *helps to make linguistic connections between language*, and (68.) *helps when learning Germanic/European languages*.

63. “If they have liked studying English, they are more willing to start studying another language.” (F33a)

64. “...learning English should only be a positive thing and will act as a basis for the language learning.” (F30a)

65. “...it might also help with some of the prejudices that students have towards different languages.” (M34)

66. “Any language learning affects plurilingualism positively.” (F65)

67. “It’s good for them (students) to have a “strong” language, one they are most familiar with, as it will help them make connections between linguistic aspects.” (M44)

68. “Knowing English should have a positive effect on learning Swedish German (all Germanic languages).” (M46)

In the *communication skills* –lower category the factors mentioned emphasize the role of the dominance of English in the development of communication skills in

general. The factor in this lower category is: (69.) *language that promotes social skills*.

69. "...it's a language that promotes social skills." (F50b)

The *worldwide language* –lower category emphasized the role of English as a worldwide language that is used all around the world. The factor in this lower category is: (70.) *lingua franca all over the world*.

70. "English is the lingua franca of today." (M58)

5.3.3. Summary

The results appear to support my second hypothesis regarding what is the significance of the English language being the dominant second language (L2) when it comes to the development of children's plurilingualism. Half of the teachers felt that, on the one hand, the dominance of English helps the future development of plurilingualism, as English works as a great basis for future foreign language studying. On the other hand, the other half felt that the dominance of English only hurts the development of plurilingualism, as the role of English is too strong and it overpowers the other languages. The students feel that all they need in life is English and do not have the motivation to study other languages.

6. DISCUSSION

Plurilingualism appears to be the growing trend of the 21st century language teaching and language education in Finland. The fact that it will be introduced as a part of the 2016 Finnish primary school curriculum, supports this claim. In a multilingual world, the aims and goals of plurilingualism are very important and the fact that language teaching is finally shifting from written language towards authentic language usage is one of the larger overhauls of plurilingualism. According to my own experiences as a future English teacher, for decades there has been a problem amongst the Finnish people. The problem is that people are afraid to use foreign languages in real language contact situations and do not have confidence in their own abilities and furthermore are afraid of making mistakes. They have an assumption that if they do not speak perfect, native-like language, they will not be understood. In reality, a language that consists of plenty of mistakes can still be understandable and communication with very insufficient competence in a language can be managed. In this fashion, for example, on holidays people who use foreign languages in little every day situations can notice that a communication with a native people who can be managed even with inadequate skills. Furthermore, people should understand that by only using the language in real situations can the language skills improve and the real life, authentic situations are the best ways to practice one's language skills and to improve them.

Tools for English teachers for promoting students' plurilingualism, which are ready-to-use, are still limited. The concept of plurilingualism is still rather new around the world. At this point, the teachers must decide by themselves what they feel to be

important and how they choose to promote their students' plurilingualism. The tool that has gained the most mainstream interest in the last few years is the European Language Portfolio (see sub-section 3.2.3.). In my opinion, especially the Language Biography and the Language Passport are great opportunities to support the development of students' plurilingualism. The emphasis is in the skills that the student has already mastered and not on errors and linguistic deficiencies. The student can also do a self-assessment of his/her language skills and notices that even a little competence in a language is perceived as important and meaningful. For example, if a student can order an ice-cream during a holiday in Spain, that will be marked in the Language Portfolio and perceived as a productive aspect of his/her plurilingual growth. The new groundbreaking emphasis in the European Language Portfolio is the appreciation of language knowledge and skills learned outside of the school environment in various languages. To a greater extent, nowadays students learn foreign languages (especially English) through games, movies, television, holidays, and their own interests. It is important that this non-formal learning is perceived as important and is given value in the development of students' plurilingualism.

The role of the dominance of English in the development of plurilingualism is not the easiest item to reflect upon. As the results of my research clearly emphasize, the role of English is perceived as both a positive and a negative aspect of language teaching and development of plurilingualism. English has gained a momentous status as lingua franca all around the world and therefore cannot be ignored in primary schools either. This creates the problem that other languages suffer when one language is highly promoted. The principle of plurilingualism is that all languages are equal and

they should all be appreciated. As a language teacher, there is a great responsibility to promote the other languages and explain the advantage of mastering other foreign languages in addition to English. The teachers should emphasize the positive aspects of the dominance of English and try avoiding the negative, if they wish to promote their students' plurilingualism.

Ultimately, as a future class teacher and an English teacher I would have to say that the language teaching is headed in the right direction and the emphasis on spoken language is a sign of better days to come. Perhaps in the future people can let go of the idea of needing perfect linguistic competence in order to survive and can trust the idea that their message will be received even if their languages skills are not at the level of a native speaker. In schools, plurilingualism can be promoted efficiently through various projects and co-operation with teachers, as all of the teachers work towards the common aim of promoting the students' plurilingualism.

6.1. Evaluating reliability

According to Ahonen (1995: 130), the reliability of a qualitative research cannot be verified by repeating the research. This is because another researcher cannot interpret the data in the same way as the original researcher. In qualitative research, the researcher is part of the research process and the research itself as a "research indicator." Sandberg (1996: 131) states, that in qualitative research the created categories are the constructions of the researcher and, therefore, another researcher

can arrive at totally different categories from the same data. To strengthen the transparency of my study, I described the execution and the methodological choices of the research, and the reasons behind them, as precisely as possible. Furthermore, the questionnaire was conducted in English, so that translating the data from Finnish to English would not interfere with my analysis. In addition, I highlighted examples from the data to support and clarify my analysis. Through the examples, I was able to strengthen the meanings of the categories and enabled the evaluation of the categories to the reader. As Häkkinen (1996: 45) claims, empirical research must be able to be anchored into practice, which requires incorporating straight answers to the description of the categories.

6.2. Possible future research topics

Now that I have researched the understandings of the English teachers in Finland about plurilingualism and the role of the dominance of English in the development of plurilingualism, it would be interesting to do a longitudinal study on how English teachers in one, selected primary school and grade, would try to promote their students' plurilingualism by utilizing the results of my study. The research could be conducted during one three to six-year-period, during which the researcher monitors the progress of the development of the students' plurilingualism.

7. CONCLUSION

The aim of my master's thesis was to determine how an English teacher can promote his/her students' plurilingualism and what is the significance of English language being the dominant second language (L2) when it comes to the development of children's plurilingualism. The results, which I received from the data gathered from the English teachers in Finnish primary schools, appear to be inline with my original hypotheses.

The teachers already had a few tools to promote plurilingualism provided by The Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR 2001) but they would have liked to have more concrete tools. Although the teachers were able to name multiple ways to promote plurilingualism, they still wished to have more knowledge and training about the concrete promotion work they are expected to do when the new Finnish primary school curriculum will be introduced in the fall of 2016.

In addition, half of the teachers felt that, on the one hand, the dominance of the English language helps the future development of plurilingualism, as English works as a great basis for future foreign language studying. On the other hand, the other half felt that the dominance of English only hurts the development of plurilingualism, as the role of English is too strong and it overpowers the other languages. They claim that the students feel that all they need in life is English and do not have the motivation to study other languages.

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APPENDIX 1

ELECTRONIC QUESTIONNAIRE



Hello!

I am 26-year-old class teacher/English teacher student originally from Kotka but now studying at the University of Eastern Finland in Joensuu. I am doing my English language and culture master's thesis on plurilingualism and would appreciate if you would take few minutes out of your busy schedule to answer the questions below. By doing so, you will not only help me but all the current and future teachers as plurilingualism will have a major role in the 2016 primary school curriculum.

All the data will be analyzed anonymously and destroyed after the research is completed.

If you have any questions or concerns you can contact me by email.

Please take your time and think about the questions carefully before submitting your answers.

Thank you very much in advance.

Janne Auvinen

University of Eastern Finland, Joensuu

auvinen87@hotmail.com

PROMOTING PLURILINGUALISM

According to the Common European Framework of Reference for Languages: learning, teaching, and assessment (CEFR 2001:5) the main focus in plurilingualism is that the student's experience broadens from home language to society's language and finally to other nations' languages which (s)he learns in school or outside of a school environment. Through this process the student realizes that different languages and cultures do not store in our mind in separate storage units but rather they form one unified linguistic communication skill. This communication skill enables interaction between different conversation partners and helps the language user to vary his/her communication according to his/her strengths.

The aim of plurilingualism is not to master one, two or more separate languages like a native speaker. Instead, the goal is to develop a diverse repertoire in which all languages, language skills, and communication skills are in harmony. People acknowledge languages as valuable features and accept that overlapping, scattered and even incorrect usage is acceptable and valuable when studying unfamiliarity and when gradually developing to become the intercultural master of foreign languages.

Background information

Sex

☐ Male

☐ Female

Age

Place of residence

Years as an English teacher

Do you have experiences from other languages than English from outside of your working environment? e.g. through vacation, studies, profession, heritage, etc.

If you have, what kind of and where?

Main questions

Have you heard of plurilingualism before?

If you have, where?

Do you feel the idea of plurilingualism is a step in the right direction in the Finnish language teaching?

Why, why not?

Do you feel you have the necessary tools to promote students' plurilingualism?

Why, why not?

What kind of tools you would like to have?

What can you, as an English teacher, do to help your students to become plurilingual?

In your opinion how do you feel English, being the students' dominant second language (L2), affects the development of students' plurilingualism? Positive and/or negative?

How do you feel knowing that in the fall of 2016 you and all current teachers must promote their students' plurilingualism?

Anything you would like to add?

Proceed

Save

Thank you very much for taking a moment to answer. Hope you are having a fantastic day! =)

Janne Auvinen

PROMOTING PLURILINGUALISM – MONIKIELISYYTTÄ KEHITTÄMÄSSÄ

ITÄ-SUOMEN YLIOPISTO

Filosofinen tiedekunta

Humanistinen osasto

Joensuun kampus

Pro gradu -tutkielma – suomenkielinen yhteenveto

Elokuu 2014

JOHDANTO

Pro gradu -tutkielmani motiivina on vuonna 2016 voimaan tuleva uusi perusopetuksen opetussuunnitelman perusteet, jonka perusteluluonnoksen *Kasvua ja oppimista tukeva toimintakulttuuri* osa-alueessa mainitaan kulttuurinen monimuotoisuus ja kielitietoisuus. Osa-alueessa mainitaan erityisesti monikielisyys, jota kaikkien opettajien on kehitettävä omassa opetuksessaan.

Tuleva perusopetuksen opetussuunnitelman perusteet korostaa, että elämme monikielisessä maailmassa, jossa eri kielet ovat yhteydessä toisiinsa, ja jokainen ihminen on tekemissä monien kielten kanssa elämänsä aikana. Perusopetuksessa tulisiikin tukea oppilaan monikielisyyttä ja arvostusta eri kieliä kohtaan; oppilaiden kielenkehitystä tulisi tukea ja rohkaista heitä käyttämään eri kieliä vähäisilläkin taidoilla. Koulussa tulisi huomioida myös koulun ulkopuolelta saatu kielivaranto. Opettajan tulisi olla kielellinen malli, joka auttaa oppilaita ymmärtämään kielen keskeisyyden kasvamisessa, oppimisessa, yhteistoiminnassa, identiteetin rakentumisessa ja yhteiskuntaan sosiaalistumisessa. (OPS 2016.)

Nämä perusopetuksen opetussuunnitelman perusteiden tavoitteet ovat yhteneviä Kielten oppimisen, opettamisen ja arvioinnin yhteiseen eurooppalaiseen viitekehyksen (EVK 2012), ja sen monikielisyyskäsitteiden kanssa. Eurooppalaisessa viitekehyksessä korostetaan, että oppilaan kokemus laajenee kotikielestä koko yhteiskunnan kieleen ja siitä lopulta muiden kansojen kieliin, joita hän oppii koulussa tai koulun ulkopuolella. Tämän prosessin myötä oppilas vähitellen oppii

ymmärtämään, että nämä eri kielet ja kulttuurit eivät varastoidu mielessä erilaisiin lokeroihin, vaan niistä muodostuu yksi yhtenäinen kielellinen viestintätaito. Näin ihminen pystyy eri tilanteissa turvautumaan viestintätaitoonsa, ja pystyy kommunikoimaan erilaisten keskustelukumppaneiden kanssa. (EVK 2012, 23–24.)

TUTKIMUKSEN TAVOITTEET JA –HYPOTEESEIT

Tämän tutkielman tavoitteena on selvittää kuinka englannin kielen opettaja voi tukea hänen oppilaidensa monikielisyyden kehittymistä sekä lisäksi selvittää mikä merkitys on sillä, että englannin kieli on oppilaiden dominoiva ensimmäinen vieras kieli, heidän monikielisyyden kehittymiseen. Minulla on kaksi keskenään tasavertaista hypoteesia:

- a) Opettajilla on muutamia Kielten oppimisen, opettamisen ja arvioinnin yhteiseen eurooppalaisen viitekehyksen tarjoamia työkaluja monikielisyyden kehittämiseen, mutta he haluaisivat lisää konkreettisia työkaluja.
- b) Toisaalta englannin kielen dominoiva rooli voi auttaa oppilaiden monikielisyyden kehittymistä, sillä heillä on vahva kulttuurillinen sekä kielellinen pohja yhdessä vieraassa kielessä. Toisaalta taas englannin kielen dominoivasta roolista voi olla haittaa, sillä oppilaat vertaavat muita kieliä ja kulttuureita Englantiin. Jotkut oppilaat voivat myös ajatella, että heidän ei tarvitse opetella mitään muista kielistä, sillä he voivat pärjätä vain englannilla ympäri maailmaa.

MONIKIELISYYS TEOREETTISENA VIITEKEHYKSENÄ

On tärkeä erottaa toisistaan kaksi helposti sekaisin menevää monikielisuuden käsitettä. Nämä käsitteet ovat multilingvaalisuus ja plurilingvaalisuus. Kielten oppimisen, opettamisen ja arvioinnin yhteinen eurooppalainen viitekehys määrittelee multilingvaalisuuden yhteisön monikielisuudeksi eli useiden kielten osaamiseksi ja yhteiseloksi tietyllä alueella tai yhteiskunnassa. Yhteisön monikielisyyteen päästää lisäämällä koulussa opiskeltavien kielten tarjontaa ja rohkaisemalla oppilaita valitsemaan useita vieraita kieliä tai rajoittamalla englannin kielen valta-asemaa kansainvälisessä viestinnässä. (CEFR 2001, 4.) Näin myös muut kielet pääsevät oikeuksiinsa, eivätkä jää englannin varjoon.

Plurilingvaalisuudessa eli yksilön monikielisyudessa painotetaan sitä, että oppilaan yksilön kokemus laajenee kotikielestä koko yhteiskunnan kieleen ja siitä lopulta muiden kielten kieliin, joita hän oppii koulussa tai koulun ulkopuolella. Näin oppilas ymmärtää, että nämä eri kielet ja kulttuurit eivät varastoidu mielessä erilaisiin lokeroihin, vaan niistä muodostuu yksi yhtenäinen kielellinen viestintätaito. Tämän viestintätaidon avulla eri tilanteissa ihminen pystyy helposti turvautumaan omaan viestintätaitoonsa ja pystyy kommunikoimaan erilaisten keskustelukumppaneiden kanssa. (CEFR 2001, 5.)

Yksilön monikielisuuden päämääränä ei ole yhden, kahden tai useamman kielen yksittäinen hallinta, joista jokainen kieli opitaan omanaan, esikuvana natiivi kielenkäyttäjää. Sen sijaan tavoitteena on kehittää mahdollisimman monipuolinen

kielellinen repertoaari, jossa kaikkien kielten kieli- ja kommunikointitaidot ovat keskenään tasa-arvoisessa asemassa. (CEFR 2001, 5.)

Ihmiset ymmärtävät kielet oppijan moninaisena pääomana, joiden päällekkäinen, limittäinen, hajanainen ja virheellinenkin käyttö on hyväksyttävää ja arvokasta opiskeltaessa ymmärtämään vierautta ja kehityttäessä vähitellen kulttuurienvälisiksi vieraan kielen taitajiksi. Identiteetin peruselementtinä myös jokaisen oppijan äidinkieli on vahvasti mukana oppimisprosessissa. Näin vieraat kielet rikastuttavat oppijan monikulttuuriseksi kehittyvää identiteettiä. (Kaikkonen 2005, 57.)

TUTKIMUKSEN TOTEUTUS JA MENETELMÄLLISET RATKAISUT

Tutkielmani on kvalitatiivinen ja tutkimusote on fenomenografinen. Laadullinen tutkimus oli luontainen valinta, sillä tutkielmassani olen kiinnostunut opettajien käsityksistä monikielisyydestä sekä englannin kielen dominoivasta roolista suomalaisessa perusopetuksessa. Kvalitatiivisessa eli laadullisessa tutkimuksessa pyritään ymmärtämään ja kuvailemaan tutkittavia ilmiöitä niistä itsestään käsin (Hirsjärvi, Remes & Sajavaara 2004, 185–186). Eskolan ja Suorannan (2008, 18) mukaan laadullisessa tutkimuksessa keskitytään yleensä pieneen määrään tapauksia ja niitä pyritään analysoimaan mahdollisimman perusteellisesti. Laatu on tärkeämpi kuin määrä.

Aineisto kerättiin perusopetuksen englannin kielen opettajilta. Aineisto koostuu 96 englannin kielen opettajasta ympäri Suomea. Opettajat ovat vain vähän kokemusta omaavista opettajista todella kokeneisiin opettajiin lähellä eläkeikää. Aineisto koostuu sekä mies –että naisopettajista, mutta suurin osa aineistosta on naisia. Näin on myös tilanne kaikissa opetusammateissa Suomessa, jossa opetusala on naisvaltaista.

Valitsin aineistonkeruumenetelmäksi kyselyn. Hirsjärven, Remeksen ja Sajavaaran (2004, 185–186) mukaan kysely antaa mahdollisuuden miettiä asioita tarkasti ja näin tärkeitä asioita ei jää niin helposti vastausten ulkopuolelle. Kyselyn toteutin sähköisenä kyselynä, koska näin pystyin helposti saavuttamaan eri paikkakuntien perusopetuksen englannin kielen opettajat.. Valitsin sähköisen kyselyn aineistonkeruumenetelmäksi, koska se on helppo lähettää suurelle vastaajajoukolle

ja vastauksille ei ole määritetty tiettyä pituutta, toisin kuin paperisissa kyselylomakkeissa, joissa vastaukselle on rajattu tietty tila (Ronkainen, Mertala & Karjalainen 2008, 22). Tämä oli tärkeää siksi, että sähköinen kyselyni koostui avoimista kysymyksistä. Valitsin avokysymykset, koska vastatessaan avokysymyksiin opettajat pystyvät tarkemmin ja laajemmin kuvaamaan ajatuksiaan sekä tuomaan esille sellaisia käsityksiä, joita ei strukturoidulla kyselyllä pystytäkään selvittämään (Hirsjärvi, Remes & Sajavaara 2004, 185–186).

Analysoin tutkielmani aineiston sisällönanalyysin keinoin, sillä tarkoituksenani oli saada käsitys ilmiöstä pelkästään aineistoon perehtymällä. Tuomin ja Sarajärven (2011, 91) mukaan perusanalyysimenetelmä, jota voidaan käyttää kaikenlaisissa laadullisissa tutkimuksissa, on sisällönanalyysi. Sisällönanalyysia voidaan pitää yksittäisenä metodina, mutta sitä voidaan myös käyttää väljänä teoreettisena kehyksenä erilaisissa analyysikokonaisuuksissa. Periaatteessa useimmat eri nimillä kulkevat laadullisen tutkimuksen analyysimenetelmät voidaan nähdä perustuvan sisällönanalyysiin, varsinkin jos sisällönanalyysilla tarkoitetaan väljää teoreettista kehystä. (Tuomi & Sarajärvi 2011, 91.) Tuomin ja Sarajärven (2011, 103) mukaan sisällönanalyysin avulla pyritään saamaan tutkittavasta ilmiöstä kuvaus tiiviissä ja yleisessä muodossa.

TULOSTEN TARKASTELU JA YHTEENVETO

Tämän tutkielman tavoitteena oli selvittää kuinka englannin kielen opettaja voi tukea hänen oppilaidensa monikielisyyden kehittymistä sekä lisäksi selvittää mikä merkitys on sillä, että englannin kieli on oppilaiden dominoiva ensimmäinen vieras kieli, heidän monikielisyyden kehittymiseen. Aineistosta saadut tulokset näyttävät olevan linjassaan alkuperäisten hypoteesieni kanssa.

Opettajilla oli jo muutamia Kielten oppimisen, opettamisen ja arvioinnin yhteiseen eurooppalaisen viitekehyksen tarjoamia työkaluja monikielisyyden kehittämiseen (EVK 2012), mutta he toivoivat, että heillä olisi lisää konkreettisia työkaluja. Vaikka opettajat pystyivät nimeämään useita tapoja monikielisyyden kehittymisen tukemiseen, se silti halusivat lisää tietoa ja koulutusta monikielisyydestä ja erityisesti sen kehittämisen tukemisesta, jota heiltä odotetaan uuden perusopetuksen opetussuunnitelman perusteiden tullessa voimaan syksyllä 2016.

Lisäksi puolet opettajista olivat sitä mieltä, että englannin kielen dominoiva rooli auttaa tulevaisuudessa monikielisyyden kehittämisessä, sillä englannin kieli toimii hyvänä pohjana tulevalle vieraan kielen oppimiselle. Toisaalta taas puolet opettajista oli sitä mieltä, että englannin kielen dominoiva rooli ainoastaan haittaa monikielisyyden kehittymistä, siellä he jättää alleen muut kielet ja oppilaat ajattelevat pärjäävänsä vain englannilla.

POHDINTA

Monikielisyys näyttää olevan nykyajan kielenopetuksen ja kielikasvatuksen kasvava trendi, jota ollaan nyt myös vahvasti tuomassa seuraavaan perusopetuksen opetussuunnitelman perusteisiin, ja näin ollen myös käytäntöön syksyllä 2016. Monikulttuuristuvassa maailmassa monikielisyyden tavoitteet ovat tärkeitä ja painotuksen siirtyminen kirjoitetusta kielestä kielen autenttiseen käyttämiseen on yksi monikielisyyden hienoimmista uudistuksista. Omien havaintojeni mukaan vuosikymmenien ajan suomalaisia on vaivannut ongelma, että he eivät uskalla käyttää kieltään oikeissa kielikontaktitapahtumissa, sillä eivät usko omiin taitoihinsa ja pelkäävät tekevänsä virheitä. Ihmisillä on uskomus, että jos eivät puhu täydellistä, syntyperäisen kielenkäyttäjän veroista kieltä, heitä ei ymmärretä. Todellisuudessa hyvinkin paljon virheitä sisältävästä kielestä voi saada idean selville ja kommunikointi voi onnistua hyvinkin pienillä kielellisillä taidoilla. Näin esimerkiksi lomamatkoilla ihmiset voivat käyttää vierasta kieltä pienissä päivittäisissä asioissa ja huomata, että kommunikointi syntyperäisen vieraan kielen puhujan kanssa onnistuu vaillinaisilla taidoillakin. Ihmisten tulisi myös ymmärtää, että vain käyttämällä kieltä oikeissa tilanteissa se voi kehittyä ja juuri oikeat, autenttiset kielenkäyttötilanteet ovat parasta harjoittelua kielen kehityksen tueksi.

Uutena käänteentekeväenä painotuksena on myös se, että monikielisyudessa otetaan huomioon oppilaan koulun ulkopuolelta saadut tiedot ja taidot eri kielissä. Yhä enemmän oppilaat oppivat vieraita kieliä (erityisesti englantia) pelien, elokuvien, TV-

sarjojen, omien kiinnostusten ja lomamatkojen kautta. Onkin tärkeä, että myös koulussa tämä nonformaali oppiminen nähdään tärkeänä ja sille annetaan arvoa oppilaan monikielisyyden kehittämisessä.

Kokonaisuudessaan näin tulevana luokanopettajana ja englannin kielen opettajana näen, että kielenopetus on menossa oikeaan suuntaan ja painotus suulliseen kommunikointiin on merkki paremmasta. Mahdollisesti tulevaisuudessa ihmiset osaavat jättää ajatukset siitä, että täydellisillä kielitaidoilla voi ainoastaan pärjätä ja uskaltavat luottaa siihen, että heidän viestinsä menee perille, vaikka hänen kielitaitonsa eivät olekaan syntyperäisen kielenkäyttäjän tasolla. Koulussa monikielisyyttä päästään viemään eteenpäin hyvien hankkeiden perusteella sekä opettajien välisen yhteistyön avulla, jossa kaikki tekevät työtä oppilaiden monikielisyyden vahvistumiseksi, eikä monikielisyyden ja monikulttuurisuuden vahvistaminen jää vain kielten opettajien vastuulle.